



THESIS TITLE:

**Evaluation of In-Service Female EFL Teacher Professional Development
(TPD) in Saudi Arabia.**

SUBMITTED BY:

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Abstract

This study explores the influence of Teacher Professional Development (TPD) on female English foreign language (EFL) teachers in Saudi Arabia. The primary goal of the study was to identify the weak and strong points of in-service TPD for female EFL teachers in order to improve the current situation for female teachers in intermediate and secondary schools in Saudi Arabia. The research presents and analyses the experiences of EFL teachers, headteachers and English supervisors through questionnaires and interviews, in order to assess the effects of TPD provided to them by schools and Ministry of Education in Saudi Arabia.

The participants of the quantitative study (using questionnaires) consisted of 121 female EFL teachers who were randomly selected from schools in the city of Riyadh, Saudi Arabia. More specifically, there were 68 teachers selected from intermediate schools, 27 teachers from secondary schools and 26 selected from mixed intermediate and secondary schools, where teachers teach at both schools. The vast majority of participants were native Saudi teachers and relatively few were expatriates. All participants spoke Arabic as their mother tongue. Meanwhile, the qualitative study (using interviews) comprised 12 participants, namely, eight EFL teachers, two head teachers and two English language supervisors.

The findings reveal that current TPD training courses benefitted teachers in the provision of knowledge, the reinforcement of their attitudes, and other effects relating to increased levels of motivation. Nevertheless, they were negatively perceived by female EFL teachers on the grounds that their needs were not appropriately taken into account, the courses were not useful or applicable to regular teaching practice, and they did not promote teaching improvement and were not presented in a way that integrated teachers' schools within a wider system such as local society and other educational institutions in the area. The findings conclude that TPD training courses alone are not an effective way to raise teaching and learning standards in Saudi Arabia. The important factors to be considered, as highlighted by the Saudi EFL teachers, is the introduction of appropriate support structures, paired with systems of supervision and reward. This research proposes key factors that need to be addressed when implementing TPD in similar context.

Dedication

*To my beloved husband Yaser
For his support, and prayers
Throughout the course of this thesis
Also, to my lovely children
Najed and Suliman
May Allah bless them*

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Chapter 1: Introduction

1. Introduction

In the present day, English is estimated to be the most frequently used second language in the world as at least one billion people across the globe regularly speak or write through English in both personal and professional situations (English Language Statistics ELS, 2010; Internet Users by Language IUL, 2010). As English has become such a widely spoken international language, emerging economies must ensure that their citizens have strong English language skills in order to facilitate rapid growth. It is important to learn the English language for a variety of reasons, and many people in various countries worldwide use English as a second language in their school syllabus for different purposes. According to Santillana (2013), English is the formal language for 53 countries and for around 400 million people English is their first language; it is the most common language in the world; it is the language of science, tourism, computers, diplomacy, and proficiency in English makes it easier to get a job; English is the language of media, films, TV shows; it is the language of business and the internet as many websites are displayed in English; it is a way to learn about other cultures in non-English speaking countries, and many schools and universities offer English programmes for the students. Thus, English language classes are a fundamental part of many countries' education curriculum, and many countries have also created their own English language textbooks to facilitate the teaching of English as a Second Language (Fareh, 2010).

An integral part of the education framework is Teacher Professional Development (TPD), a programme that is designed to enhance the skills of teaching staff to ensure that a positive learning environment is cultivated for students. The efficacy of TPD can be determined by evaluating the competency of teachers, their breadth of knowledge and the level of support provided to assist teachers in improving their skills (Organisation for Economic Co-operation and Development (OECD), 2005; Borko, 2004). Furthermore, TPD promotes the behaviours geared towards eliciting change in the competencies, knowledge and experience derived in both a formal and informal manner in service, not just during preliminary training, which is why TPD is a suitable strategy for making teachers more capable and more committed (Allen, 2009).

Alfahadi (2012) indicates that Saudi Arabian EFL teachers are generally eager to learn the English language; nonetheless, there is a need to improve the existing language textbooks used in KSA in order to make them more relevant to the Saudi Arabian culture. The effectiveness of TPD can be improved if teachers are committed to developing their skills and competencies and if they are provided with a diverse range of learning resources with which to teach their students. In addition, the school environment can have an effect on the enhancement or deterioration of

TPD as well as the level of performance of learning and teaching in these schools (Hoekstra & Korthagen, 2011; Postholm, 2012). Furthermore, some researchers have posited that other factors may affect the quality of TPD; for instance, self-evaluation and personal motivation play a key role in the professional development of teachers (Lawrence & Chong, 2010; Guskey, 2003). Opfer and Pedder (2011) suggest that teacher training is also an effective way of improving teaching skills through developing collaboration between colleagues.

Teachers have a choice to act in various ways in the work environment; in the first way, they may conduct research and propose new ideas (Postholm & Jacobsen, 2011); in the second way, they may also play the role of reflective practitioners by analysing teaching values and principles from a practical point of view (Wermke, 2011). In addition, Dede *et al.* (2006) claim that teachers can communicate and collaborate using online resources in order to provide support and guidance to their peers. Constant professional development (CPD) facilitates the development of the learning environment. According to Wermke (2011), professional development is influenced by available learning resources as well as the knowledge, skills, adaptability and motivation of teaching staff. Furthermore, educational policies and the quality of teacher development programmes affect the outcome of TPD in education facilities.

Throughout the world, systems of education have started to accord prime importance to TPD within their policymaking. However, it is no easy task to maintain teachers at the top of their profession and offer them ongoing chances to develop professionally (Misra, 2018). Furthermore, higher educational institutions in certain countries offer a range of TEFL degree courses. Nonetheless, although measures have been taken to enhance the quality of English language teaching programmes across the world, EFL teachers in Saudi Arabia currently suffer from lack of learning and teaching resources, and it was suggested that EFL Saudi Arabian teachers should be provided with all the required material sources in order to strengthen their knowledge and skills (Fareh, 2010).

Recent studies suggest that schools in Arab countries, primarily in Saudi Arabia, do not provide the necessary resources and support services to their teaching staff (Ibrahim, 2012, a; Fareh, 2010; Alfahadi, 2012). It is important for new and existing teachers to focus on TPD by diversifying their role in the workplace; for instance, teachers can now play the role of researchers, reflective practitioners and online facilitators simultaneously. To increase the effectiveness of TPD, it is important that teachers are adequately motivated and committed to improving their skills.

In research reports on several language schools across Saudi Arabia, some researchers have discussed current dissatisfaction with the range of teaching development programmes and

seminars on offer, as well as with the supervisory policies in place (e.g., Fareh, 2010; Alfahadi, 2012). Thus, TPD should be an integral part of the teaching system and a requirement for the development of EFL teaching staff. According to Feiman-Nemser, (2003) and Berry (2004), if an insufficient level of TPD is provided, teachers will not be adequately prepared for real-life work in the classroom. However, the government in Saudi Arabia does not pay enough attention to new teachers, and it seems there is some belief that teachers can enter the classroom without any prior training or development activities (Ibrahim 2012, a.)

This study explored the impact of Teacher Professional Development (TPD) on female EFL teachers in Saudi Arabia, and this chapter justifies the need for regular TPD programmes for teachers. Furthermore, this chapter outlines the aims and objectives of this study and the contribution it could make to the existing field of knowledge on the subject. The results generated through this study provides in-depth data on the existing teaching framework in KSA and the significance of TPD for female teachers who teach English as a foreign language. More specifically, this study investigated the experiences of female EFL teachers and the existing level of TPD provided to them by schools and external organisations. Furthermore, this study explored the main factors that hindered or enhanced the impact of TPD.

This chapter justified the research rationale in studying the need to improve the impact of TPD among female teachers working in English language schools in Saudi Arabia. The impact of TPD was directly correlated with the quality of teachers across only two levels of education in the KSA, namely, 'intermediate and secondary schools'. As the English language has become the standard second language of many emerging economies, the significance of TPD in improving the learning outcomes of students must be acknowledged. Thus, this chapter demonstrates how the quality and diversity of TPD programmes can affect the skills and knowledge of EFL teachers in Saudi Arabia in addition to strengthening the impact of TPD among teachers and learners.

In this chapter, the concepts of TPD and EFL were considered to be practical, experiential, personal, mixed, professional, situational and contextual and they were also considered in light of influencing factors, namely, cultural beliefs, values and behavioural standards. To understand how each concept affected the education of students and the quality of teachers, this study examined the issue from the perspective of schools, based on the opinions of teachers, and from the perspective of the Ministry of Education, based on the opinions of supervisors and head teachers. The following chapter introduces the specific research context.

1.2 The Research Problem

The concepts of TPD and EFL (English as a Foreign Language) teaching are considered from an experiential, practical, personal, professional, mixed, situational, and contextual perspective (Abdelhafez, 2010). Abdelhafez states that the concepts of TPD and EFL unite the personal and professional nature of teachers as they delineate the roles and responsibilities of teachers in the classroom. In addition, the culmination of professional and personal attributes dictates the ways in which the teacher will behave. In other words, TPD can facilitate the development of teachers and influence their performance on a personal and professional basis in addition to improving the quality of teachers' lives and quality of their work.

In-service EFL training for all teachers, particularly those who have studied English but have not engaged in practical training or work experience seems essential. Abdelhafez (2010) argues that TPD is a fundamental component of the education framework as extensive development opportunities should be provided through regular state-sponsored training seminars, meetings and teaching symposia.

Of the small number of studies that have been conducted in Arab countries about EFL and TPD, most found that the existing frameworks is insufficient (e.g., Abdelhafez, 2010; Syed, 2003; Al-Hazmi, 2003). In particular, many students are dissatisfied with EFL programmes as they feel that teachers do not realise or acknowledge the difficulties they encounter when attempting to learn a foreign language (e.g., Fareh, 2012; Alfahadi, 2012). In addition, teacher training programmes offer teachers a minimal level of practical experience and do not facilitate EFL trainees in collaborating with native speakers (Fareh, 2012).

In effect, regardless of economic status, many Gulf countries have encountered difficulties in improving the competency of EFL teachers (Abdelhafez, 2010; Ibrahim, 2012b). Syed (2003) suggests that weak performance in teaching EFL is caused primarily by a lack of knowledge, poor teaching skills, inadequate support services, low motivation and unstructured curricula. In addition, many EFL teachers show little interest in improving their skills, particularly those working outside their native country, as they feel that local teachers are given preferential treatment (Syed, 2003).

Al-Hazmi (2003) investigated the trends and challenges of EFL teaching in Saudi Arabia and found that while the Ministry of Education had created an English Language curriculum, they were unsuccessful in implementing effective teacher training courses. Fareh (2010) indicates that several organisations offer training courses for new and existing teachers in Saudi Arabia, and

those who complete the course successfully, receive a teaching certificate, however these teachers are still facing difficulties in their teaching.

Similarly, Butler (2012) discovered that trainee teachers in Korea, Taiwan, and Japan were not offered practical teacher training courses and this lack of experience meant that many were unable to fulfil their teaching duties when they entered the workforce. Many researchers posit that cultural characteristics, economic status and societal beliefs can have a direct impact on the outcome of teacher training programmes (Carrier, 2003; Nishino, 2012). Furthermore, Borg (2003) also states that individual values and principles influence the ways that teachers deliver their teaching practice. Thus, it is necessary to consider the primary weaknesses of the existing KSA teaching system from a cultural context in order to determine the most appropriate course of action. It is believed in the current study that In-Service TPD for EFL teachers in Saudi Arabia plays a central role in this issue. Thus, this study analysed TPD practitioners in the Saudi learning environment and explored the experiences of EFL teachers, head teachers and policymakers.

Through teaching EFL at both primary and secondary levels, I have noticed that the availability and access of TPD training for EFL teachers in general, and for female teachers in particular, is currently inadequate across all levels of education in terms of providing teachers with what they need. Thus, TPD has failed to enhance the skill level of language teachers in Saudi Arabia. Furthermore, female Saudi Arabian EFL teachers who originate from traditional communities were not provided with appropriate training opportunities and the latest teaching resources.

Through personal experience as a teacher, the current researcher has discovered a high level of enthusiasm among female EFL teachers in the KSA and a commitment toward professional development. However, there is doubt about the level of TPD offered by the Saudi Ministry of Education meets the training requirements of existing teaching staff (Syed, 2003). I had learnt English language at school in Saudi Arabia starting from the 1st year of intermediate school until the third year of general secondary school (equivalent to A-Level education in the UK), and this was mandatory for all teachers in the public schools in KSA (Syed, 2003). Despite this, after finishing A-Level study in Saudi Arabia, many students are unable to generate a complete correct sentence. From my personal school experience as a learner, I had my first dictionary when I was in the first year of intermediate school, and I was very excited to learn a new language. I then used to prepare for the lesson before the teacher explained it in the classroom. Students liked when EFL teachers explained mostly in Arabic and believed it helped them. B However, we later realised when we went to university that this method of teaching in the

classroom was not useful, in fact it was preventing any further progress to learn the English language.

Despite this, I refused to accept the severe weakness of teaching EFL teachers at schools. I then decided to challenge myself and applied to a university in The KSA to study the English language for my bachelor's degree, hoping to learn and use the language successfully. Subsequently, I faced the same problem at university and the progress and improvement in learning English as a second language was limited and weak.

Another weak point in learning English at my university was in the exam. To make things easier for themselves, the lecturers would exclude certain pages and topics from exams. This would allow students to revise less pages which would please students during preparation for exams as their marks would be good. Consequently, it was unlikely students would criticise or complain about poor assessment methods. Therefore, I was discontent with this treatment as I considered it as mostly a waste of time.

When I finished my Bachelor's degree, my English knowledge and skills were generally fine. If at the time I wanted to teach immediately after my graduation and choose the traditional way of being a teacher or lecturer, it would be easy. However, in doing so I would not be satisfied as I was aiming to learn more effective and modern teaching methods. I was aiming to further my study and research in order to understand this problem from various angles to be able to get it improved in the future. Some of my friends applied to teach English and they are still working in the schools and I still have contact with them. Furthermore, the quality of life and the quality of teaching English as a second language is greatly encouraging.

I applied for a master's degree in linguistics in Saudi Arabia. During this, I greatly improved as I love to learn and to develop my knowledge. However, I fell into the trap of knowledge and professional practice. During this time I applied to work in a private school as an English teacher for a year, it was helpful to be in a teaching environment and in contact with other English teachers during this time, but I was lacking the continued professional program in order to improve the thinking and performance of school teachers in addition to keeping them updated with new knowledge and methods. I do believe that teachers and learners play a vital role in the learning process.

The role of teachers and students in the planning of TPD was minimal, and similarly, the voice of teachers and learners was not heard towards the development and the improvement process of positive learning and effective teaching. In addition, I have noticed significant burn out and weakness as a language teacher, this also applies to other teachers (as well as some learners). In light of my personal and professional experience, I was extremely eager to delve deeper and to

conduct the current research in order to reach a good understanding of the effectiveness of TPD among English teachers in the KSA. Teachers currently working in the KSA feel that they are unable to keep up with the rapid evolution of knowledge, teaching standards and technological resources (Fareh, 2010). Thus, it becomes obvious that without a good understanding of the nature of the problem, it would be difficult to improve the learning and teaching of English in the KSA.

1.3 Rationale of the study

Teachers who enter the workplace upon graduation may struggle to unite their theoretical knowledge with their practical experiences in the classroom, a difficulty that is exacerbated by the lack of training and development opportunities available for teachers with regard to teaching styles, leadership skills, assessment methods, lesson planning and communication with students (e.g., Fareh, 2012; Alfahadi, 2012). It was noticed by Ibrahim (2012) that some universities and their education faculties left some gaps in teaching theory and practice skills for their students, to be gained when they become teachers. On the other hand, some Saudi schools supposed that new in-service teachers are fully qualified and do not need to learn many skills during their practice as schoolteachers-these schools believed the universities had already done this task for them. Very few studies have examined the impact of TPD in Gulf countries (Al-Mifrij *et al.*, 2006; Ibrahim, 2012, a). Thus, the researcher identified a gap in the research literature in the KSA, as there are very few studies on the topic of TPD, and more research needs to be conducted in order to understand the factors which support or hinder the development of TPD among female EFL teachers in Saudi Arabia.

Of the few studies that have been conducted, Nihily (2012) discovered that the quality of TPD was influenced by the attitude of teachers toward improving their skills. In addition, the attitude of head teachers was found to have a significant effect on TPD if they encouraged their staff to be enthusiastic about their development and provide a diverse range of teaching resources and training activities. Furthermore, the implementation of a peer coaching programme was found to have a positive effect on the future development of teachers.

Studies by Ibrahim (2012a, b) and Al-Mifrij *et al.* (2006) suggest that TPD for in-service teachers is integral to the learning outcome of students and the enhancement of teachers' skills. In addition, these studies reveal that more research should be conducted on the practice and quality of TPD in KSA. I believe that a qualitative-based approach is required as many existing studies use quantitative data that fail to discover the numerous factors that can influence the quality of TPD in Saudi Arabia (Almazroa, 2006; Nihily, 2010). Thus, I collected the data in this study by using an open-ended qualitative questionnaire and a close-ended quantitative

questionnaire. The use of a mixed methodology in this case circumvented the limitations associated with each technique and increased the reliability of the final results through cross-validation of research findings.

Therefore, the current study highlighted the need to address the difficulties currently faced by teachers in the KSA, particularly as the teaching outcomes of the EFL teachers among the Saudi students fall below international standards, regardless of the investments into EFL teaching programmes that have been made (Al-Mifrij *et al.*, 2006; Nihily, 2012; Ibrahim, 2012, a). This suggests that the delivery methods used in teaching English require improvements. Thus, this study aims to explore the effectiveness and weakness of the TPD in addition to provide recommendations on how this can be achieved, with particular reference to the teaching experiences of female teachers in the KSA.

1.4 Research Aims

This study particularly intended to determine the efficacy of in-service TPD in Saudi Arabia, particularly for female EFL teachers working in intermediate and secondary educational institutions. More specifically, it investigated the following:

- The difficulties encountered by in-service female EFL teachers as far as their professional development is concerned.
- The relationship between in-service EFL teachers and the level of teaching performance for some female EFL teachers working in intermediate and secondary institutions.

This study conducted an in-depth analysis of TPD in different schools across different educational levels in order to determine whether it was conducive to the development and enhancement of teaching staff. Based on the research findings, this study proposed a development programme for teaching staff, management and supervisory structures to facilitate the training of female EFL teachers in Saudi Arabia.

1.5 Research Questions

The primary goal of this study is to identify the challenges of teachers with the current TPD as well as the weak and strong points of in-service TPD for female EFL teachers in intermediate and secondary schools in the Saudi city of Riyadh. To this end, several research questions have been formulated:

R.Q.1 – What are the perspectives of in-service female EFL teachers, head teachers and supervisors regarding the usefulness of TPD in intermediate and secondary schools in Riyadh?

R.Q.2 – What barriers and difficulties do female EFL teachers encounter during and after TPD training from the perspectives of EFL teachers, head teachers, and supervisors?

R.Q.3 – Considering TPD experiences of teachers at both educational levels (i.e. intermediate and secondary), what are the main differences among EFL teachers, head teachers, and supervisors regarding their opinions of the effect of the training?

1.6 Research Variables

This study incorporated a range of dependent and independent variables. The primary independent variable was “in-service Teacher Professional Development (TPD)”, a variable which had a direct impact on the dependent variable “EFL teachers’ performance in Saudi Arabia”. The dependent variable can also be influenced by additional independent variables, including education level, work experience, training history, attitude of teachers towards TPD, role of head teachers and English supervisors.

1.7 Significance of the study

The findings of this study have contributed to the small body of knowledge currently available on TPD among female EFL teachers in intermediate and secondary educational facilities in Saudi Arabia. It is hoped that the research results could be used to design an intervention programme that will strengthen the impact and availability of TPD and improve the skill level of teaching practitioners in the KSA. The findings of this research can enrich the possible and potential applications in terms of the following issues: firstly, to increase research which is conducted on TPD and to encourage other researchers to do more research to fill in this gap; secondly, to present good knowledge and information about EFL teaching and TPD in general and in particular about female teachers; thirdly, the findings of this research can support the good practice of EFL teaching; fourthly, to explore the model of TPD which is used in the school teaching practice and finally the research will provide some useful recommendations to draw the attention of policy design makers in KSA.

The findings of the current study suggested that the improvement of TPD practices in the KSA had a positive impact on the learning outcome of students and improvement achieved by identifying the current strengths and weaknesses of development programmes available to Saudi EFL teachers in Saudi schools. To this end, the study performed an in-depth analysis of TPD from the perspective of female teachers and collected data using a mixed methodology of both qualitative and quantitative approaches. It investigated the female EFL teachers and their relationship to TPD by interviewing head teachers and EFL supervisors. It is believed that this exploration led to a deep and clear understanding of the current research phenomenon.

A good level of skill in the English language is required in Saudi Arabia in order to facilitate the required education development. Economic growth and quality of teachers strengthen the performance of students. Thus, EFL teachers should be highly skilled and knowledgeable so that

Saudi students become proficient and part of the research in action in the use of the English language (Al-Hazmi, 2003). There are currently very few trained EFL teachers in the KSA and there is an urgent need to enhance the skills of existing teachers (Syed, 2003). Thus, this study has provided recommendations on how development programmes can be improved so that teachers become more skilled and professional. At this stage, there is no regimented EFL training framework and there is an urgent need to implement regular teacher training programmes (Al-Hazmi, 2003).

Based on the previous studies that have been conducted in Saudi Arabia in relation to EFL teaching and the impact of TPD (Al-Hazmi, 2003; Fareh, 2010; Syed, 2003), there is an absence of research on the perspectives of female EFL teachers. Furthermore, the few previous studies have not investigated the phenomenon in a systematic way (Hall, 2017), as they merely focused on EFL teachers while ignoring other important factors that could affect the EFL teachers' performance, such as the role of head teachers and English supervisors.

The findings from this study have offered a more in-depth understanding of the connection between EFL teaching/learning and the quality of TPD practices in order to highlight the strengths and weaknesses of the existing system. This study focused primarily on female EFL teachers and considered their role from a cultural, educational and environmental perspective. This has been achieved by applying triangulation research methods (questionnaires and interviews) to investigate the role played by EFL teachers in line with consideration of the views and roles of their head teachers and the Ministry of Education represented by English supervisors. It is hoped that the results provided an overview of the current EFL system in the KSA in terms of female teachers working in intermediate and secondary level schools in order to determine the extent to which existing TPD practices satisfy the development requirements of teachers and the learning requirements of students within the social, cultural and educational context of Saudi Arabia.

English supervisors who represent the Ministry of Education have also been interviewed in order to investigate the efficacy of the existing TPD programmes for EFL teachers in KSA and to determine possible ways in which it could be improved. Furthermore, the current researcher intends to publish articles resulting from the study in English and Arabic research journals so that teachers and policymakers can consult the findings and implement measures to improve the current system and the English language skills of Saudi Arabian students.

1.8 Dissertation Overview

This section presents the layout of the dissertation and delineates the content of each of the nine chapters.

Chapter 1 presented the research gap that identified and explained the extent to which the study contributed to the existing field of knowledge on the subject. In addition, this section discussed the research rationale, research aims, the three research questions, research limitations and the measures taken to overcome challenges.

Chapter 2 provided the context of the study and opened with an introduction to the current educational system in the KSA, the existing level of TPD practiced among EFL teachers in Saudi Arabia and Gulf countries in general. In addition, this section discussed the current status of English in the KSA and the teaching curricula in current use. Finally, this chapter discussed the objectives of EFL and TPD and offered a brief overview of the aspects addressed in the chapter.

Chapter 3 presented the literature review, providing extensive information on EFL teaching, the importance of TPD, definitions of each concept, studies that had already been conducted on the topic and factors believed to affect the quality of TPD and the development of teachers. Following this, the significance of EFL and TPD was addressed based on examples from different countries, including the UK and Saudi Arabia, along with the importance of EFL/ESL and the ways in which teaching staff were trained. In the final section of this chapter, factors influencing the quality of TPD and EFL teaching were presented, including cultural barriers, social media usage, attitude, creativity, reflection and the application of ICT resources.

Chapter 4 presented the research framework, providing various models and theories explaining the importance of TPD.

Chapter 5 presented the research methodology. This section discussed the research design, described the research instruments and provided justification for each methodological choice that was made. A mixed methodological approach was chosen to ensure that data was validated through the use of quantitative, qualitative and observational research. Quantitative data was gathered through questionnaires while qualitative data was gathered through interviews. This chapter also discussed the sample groups for each of the two research processes and explained the rationale behind the use of different research techniques.

A pilot study was performed in order to increase the cohesiveness of the research material and to increase the accuracy of the findings. Two research instruments were used in this study, namely, a TPD questionnaire and a structured interview with female EFL teachers. Data analysis and interpretation was performed using quantitative and qualitative techniques. This section also discussed the ethical concerns associated with the study and asserted the epistemological and

ontological nature of the research design. The final section summarised the material covered in the chapter.

Chapter 6 contains research findings and is comprised of three sections:

- Research findings on the difficulties experienced by female teachers in the KSA across the two levels of education: intermediate and secondary schools.
- Research findings on the quality of TPD programmes according to teachers, school head teachers and supervisors.
- Research findings on the impact of TPD on the skills of teachers based on two sample groups drawn from intermediate and secondary education facilities.

Chapter 7 discussed the findings in terms of previous literature on the topic and the existing field of knowledge. This chapter also referred back to the research questions proposed in the opening chapter in light of the research findings.

Finally, chapter 8 discussed the implications of the research findings and the importance of TPD for the training and development of Saudi females teaching English as a foreign language. This chapter also provided a summary of the findings and revised the research process and the final outcome. In addition, a series of suggestions on possible areas of future study were provided. The concluding chapter was written in both English and Arabic to make it accessible to a wide range of researchers.

Chapter 2: The context

2.1 Introduction

The current chapter provides an overview of the research background and context with regard to the Kingdom of Saudi Arabia (KSA). The profile of the country, specifically its population, political system, and economic status, constitutes the starting point of the chapter. Subsequently, the chapter proceeds to discuss the Saudi education system and teacher education, with a focus on the stages of the educational process, the national strategy of education, and the key elements of the education system, as instituted by the Ministry of Education (MoE) and the Ministry of Higher Education (MoHE).

After highlighting these aspects, the chapter addresses the matters of the Saudi vision and strategy for education and in particular the status of Saudi women within the education system. The chapter then goes on to discuss approaches to English Foreign Language (EFL) teaching in the Arab world, before concentrating on EFL teachers in Saudi Arabia and addressing several related aspects, including the objectives associated with every stage of education, the overall goal of EFL, the character of EFL learning and teaching, female EFL teachers in Saudi Arabia, and EFL challenges. These aspects are drawn together into a general summary of EFL in Saudi Arabia. Last but not least, the chapter discusses the Teachers Professional Development (TPD) in Saudi Arabia, touching upon objectives, stages, significance, limitations and challenges. The chapter closes with concluding remarks.

2.2 Country profile

Figuring among the largest countries of the Asian continent, the Kingdom of Saudi Arabia (KSA) has as its official language Arabic, and its official religion, Islam (Ministry of Education MOE, 2013), which was founded by the Prophet Mohammed over fourteen centuries ago, and dominates both the cultural and legal traditions of the country (Saudi Embassy, 2013). The KSA is an important destination for different people for various reasons. First of all, it is the epicentre of the Islamic world, visited each year by countless people of Islamic faith from all over the world. Secondly, the country provides good work prospects for many nationals of Middle Eastern, Asian and European countries, as well as of the US. Thirdly, the oil reserves of the KSA have global importance as they sustain numerous state economies. It is clear from this that the great need for English Language is vital in dealing with the diversity of visitors and foreigners in the KSA.

The foundation of the present-day Kingdom of Saudi Arabia was laid by King Abdulaziz Al-Saud in the central region of the Arabian Peninsula, in September 1932. The discovery of large

oil resources initiated large-scale oil production for commercial purposes, and the revenue derived from this industry fuelled the accelerated development of the economic, health, scientific and technological sectors of the country (Rahman, 2011). Such developments rapidly transformed Saudi Arabia into a modern industrialised nation and have consolidated its political and economic stability. Presently, the country's share of the overall Arab Gross Domestic Product (GDP) per barrel amounts to 25%; moreover, it is 25th in the hierarchy of exporting countries, the foreign trade with the US alone generating \$78 billion (MOFA, 2013).

These general developments have had positive effects for the Saudi education system which has expanded at a fast pace, transforming the way in which the English language is taught (Rahman and Alhaisoni, 2013). There is widespread awareness among the governmental and legislative authorities, as well as among teachers and students, regarding the significance of English. This awareness has translated into extensive efforts to ensure that students at every educational level become proficient in English. Regardless of such efforts, however, the process of English teaching in the KSA has not yet reached the sufficient target (Rahman and Alhaisoni, 2013).

Bearing the title of “The Land of the Two Holy Mosques”, the Kingdom of Saudi Arabia (KSA) is a monarchy governed by a political system that is dominated by the Shari’a law of Islam. The KSA is the biggest country in the Persian Gulf, occupying most of the Arabian Peninsula. The country spans a territory that is half the size of Europe, but it has a low population density, as the Rub Al-Khali (the Empty Quarter), the greatest sand desert, covers most of it (Ministry of Foreign Affairs MOFA, 2014).

2.2.1 Population

In terms of demographics, Saudi Arabia ranks 43rd in the world, with a population recently estimated by WPR (2014) at almost 30 million. The capital and biggest city of the KSA is Riyadh, which approximately 7 million people call home, representing 24% of the total population. Furthermore, the entire population of the country is Muslim. According to estimates made in 2013, the Saudi population is growing at a rate of 1.51%. From the perspective of this growth rate, Saudi Arabia ranks the 80th country in the world. Aside from the native population, there are over five and a half million people who are not Saudi nationals, residing legally in the KSA for various reasons, especially work. Foreigners are not granted citizenship; they are issued visas that allow them to live in Saudi Arabia for a limited period of time, after which they are required to leave or to renew their visas (World Population Review WPR, 2014).

Of the almost 30 million people living in Saudi Arabia, approximately 21 million are natives and 9 million are non-nationals. The native population amounts to 72.9% of the total Saudi

population, with a proportion of men and women of 50.1% and 49.9% respectively (MOFA, 2014). There are also more than 2 million immigrants living illegally in Saudi Arabia. Islam, one of the most widespread religions in the world, was founded in Saudi Arabia, which has earned the title of “The Land of the Two Holy Mosques”. These two holy mosques are Masjid-e-Nabwi and Masjid-al-Haram located in Medina and Mecca, respectively. Each year, Muslims living in other countries converge in Saudi Arabia for the rituals of Haj and Umrah, which are two of the five pillars of Islam, and must be undertaken by each Muslim at least once in their life. Apart from its rich religious life, the country also possesses massive oil resources that generate approximately 70% of state revenue and annual exports of 95%. Furthermore, Saudi Arabia ranks 6th place in the hierarchy of countries with natural gas resources. From a social perspective, one notable aspect is that women in Saudi Arabia are forbidden by law to drive (MOFA, 2014).

2.2.2 Political System

Saudi Arabia is governed by a political system that integrates Arab and Islamic laws. The current political system was implemented by King Fahd Bin Abdul Al-Aziz Al-Saud in 1991 to convey the core national identity. Thus, this system incorporates the cultural and linguistic elements of the Arab world alongside the traditions of Islam. The flag of Saudi Arabia is always flown; it is inscribed with the words “La Ellah Ella Allah”, meaning “there is no true God except Allah”. The country is a monarchy, where power is concentrated in the hands of the King. This power, however, is not unlimited, as the King is required by Islamic precepts to act in a way that serves the interests of the state. Nonetheless, the selection or dismissal of the heir to the throne is the exclusive prerogative of the King (MOFA, 2013).

2.3 The nature of the Saudi education system

The Saudi government under Ibn-Saud laid the foundation for a modern education system in Saudi Arabia through the implementation of an educational policy and directorate of education in 1926. However, as Elyas (2011) observed, religious principles continued to hold a tight grip on education, especially in its initial stages. Teachers have a duty to stand by Islamic values and strive to attain knowledge, whilst at the same time demonstrating a tolerant behaviour and making positive contributions to society. In 2005, the educational materials, textbooks and curricula for boys and girls were integrated by the Saudi Ministry of Education (MoE), even though single-gender schools remain the norm (MoE, 2013).

2.3.1 The stages of Saudi education

Islamic values represent the core of the Saudi Arabian education system. According to these values, acquisition of knowledge and learning experience should be the main objective of

Muslim teachers and students, while they are also required to undertake their duties and responsibilities tolerantly and be dedicated to societal welfare (Alzaydi, 2010).

The Saudi education system consists of five distinct stages, as established by the Ministry of Education report (MoE, 2013):

- a) Nursery or Kindergarten Schools, this stage spans the interval from three to six years of age.
- b) Primary Schools, this stage spans the interval from six years to twelve years of age.
- c) Intermediate Schools, this stage spans the interval from twelve years to fifteen years of age.
- d) Secondary Schools, this stage spans the interval from fifteen to eighteen years of age. Upon successful completion of this stage, students may continue their education at college or university level.
- e) Higher Education, if they have completed their general exam (A Level) successfully, students can proceed to college and university level education. It must be observed that, given the conservative nature of Saudi Arabian society, gender segregation is maintained through all stages of education. Furthermore, teachers are not allowed to teach students of a gender different from their own without special arrangement. Male teachers cannot teach females students face to face. It has to be through a screen which presents them like a projector in the class. Both sides can contact each other via speaker equipment.

2.3.2 The education strategy in Saudi Arabia

Islamic values and the Muslim holy book, the Quran, represent the philosophical foundation of the Saudi education system. The importance of reading and writing is stressed in the first verse and Surah of the Quran, the Arabic meaning of which is actually 'reading'. Therefore, all Muslims, whether male or female, have a duty to learn (Saleh, 1986). Since the creation of the Kingdom, the system of education was changed in keeping with these philosophical principles. Thus, formal education has been made available throughout the country, and in order to promote literacy among citizens of both genders, access to education has been made free for everyone. Furthermore, primary schools have been created and no considerable differences exist between the education provided to girls and that provided to boys apart from separated boys and girls. However, before 2005, in addition to separated gender in learning and teaching, the textbooks and administrative authority was different according to the gender of students. The Saudi education system is still faced with a number of difficulties, including the need to enhance information dissemination, expand access to and usage of information technology, as well as enhance competition and communication (Tatweer, 2012).

To ensure that Saudi students are well-equipped for interaction with the increasingly globalised world of the 21st century, the Saudi MoE relies on programmes intended to promote skills,

creativity, talent, and competitiveness. One such programme is 'Tatweer', a public education development project initiated by King Abdullah bin Abdulaziz. Furthermore, to secure the future favourable growth of the education system, a new strategy and vision has been created by specialists with the Saudi MoE. Additionally, efforts to enhance the quality of education and address pressing difficulties have also been made, taking the form of a series of educational projects developed by Saudi education professionals in collaboration with Arab scientists and American, European and Canadian specialists. The overarching goal of such projects is to centre the process of education on the students and their learning requirements. To this end, adequate resources must be made available not only to students, teachers, and supervisors, but also to parents and local communities (MoE, 2013).

The progress of education is slowed down by the views and customs regarding education that are deeply embedded in Saudi Arabian society (Roy, 1992). For instance, in order to avoid attracting the shame of not having attained a higher education degree, parents force their children to study any type of subject at high school or university level, without consideration for the appropriateness of that subject for their children's requirements or interests.

2.3.3 The key elements of the Saudi education system

Within Saudi Arabia, education is geared towards instilling in students a comprehensive understanding of Islam and providing them with the principles, skills and knowledge to achieve personal growth and make valuable and positive contributions to Saudi Arabian society, economy and culture (MoE, 2013). There were originally three authorities that governed the education system in the KSA (MoE, 2013). However, the new king Salman bin Abdulaziz has recently disbanded the three educational authorities, combining them into one educational authority which is now in charge of everything related to all educational stages from nursery up to university (MoE, 2015).

(a) Ministry of Education (MoE)

Since its establishment in 1952, the Saudi Arabian MoE has been responsible for managing every educational stage under university level in the state as well as in the private sector. The MoE also monitors students and their gender-based segregation throughout the educational stages. The goal of the Saudi Arabian MoE is to provide students in both private and state institutions with an education of the highest quality. One step towards this goal has been to increase the required qualifications for schoolteachers who must possess at least a Bachelor's Degree. However, some of the old teachers who have a diploma are still teaching in primary schools (MoE, 2013). Several measures have been taken by the Saudi MoE to ensure that every school student receives a high quality education (MoE, 2013) as the major objectives of the

Saudi MoE include ensuring that all children attend primary school, creating comprehensive and suitable educational programmes, and consolidating the skills and experiences of school teachers prior to and during appointment by offering them appropriate training. Moreover, to monitor the advancements made by schoolteachers and established plans of educational development, the MoE has also introduced an evaluation system.

(b) The Higher Educational Policy Committee (HEPC)

The foremost authority in education, the HEPC was established in 1963. It is chaired by the Saudi King, who has the power to promulgate the general policy of education. Moreover, educational strategies, plans and funding all require his approval.

(c) Ministry of Higher Education (MOHE)

The progress of any country depends to a great extent on higher education. Since its establishment in 1975, the MOHE has managed all Saudi institutions of higher education, both state and private. Furthermore, overseeing the relations between domestic and international universities is also the duty of the MOHE. The progress made in various areas by the Saudi higher education in recent times has been notable. The government allocates substantial funds to the MOHE to support university education and establish new colleges and universities. Presently, the KSA has twenty-one state universities, six private universities and eighteen private colleges (MOHE, 2013).

2.4 The vision and strategy of education in Saudi Arabia

Significant progress has been made in the sphere of education since the inception of the KSA. This progress is reflected in the rise in literacy among adult men and women, the provision of formal education throughout the country, the establishment of more primary schools which increased the enrolment rate to 99%, the provision of free education for everyone, as well as the relative equality between educational programmes intended for boys and girls. Nevertheless, the Saudi education system is still confronted with some difficulties, such as the need to provide better access to and usage of information technology, to expand dissemination of information, and to enhance competition and communication (Tatweer, 2012).

Serving as direction for state investment in education over the following decade, a new national vision and strategy have been formulated, which strive towards the objectives below (Tatweer, 2012):

- To centre the educational process on the students and to look beyond their academic competences to the individual person. Positive encouragement should be provided to students to motivate them to grow academically, physically and mentally so as to be able to contribute to society.

- To consolidate the planning, assessment and independence of schools to enable them to design their own strategies centred on student learning, and thus to turn them into models of the future. The proliferation of educational programmes for professional development is also a priority.
- To encourage greater involvement on the part of educational districts and grant them more developmental, financial and administrative independence, so that they take on more responsibility and are better motivated to enhance the educational performance of their schools. In a sense, this means that educational districts would become local ministries of education. Thus, responsibilities would be more fairly shared between educational districts and the MoE, helping to advance the goal of providing a good education for all students.
- To limit the role of the MoE to curriculum and policy development, and the provision of the resources and instruments that educational districts require for administering their schools effectively and enhancing educational performance.
- To create a brighter future for the next generations through the pursuit of quantitative and qualitative accomplishments over the following years. In this context, the implementation of a systemic approach is intended to promote the development of the education system and hence increase the efficiency and relevance of education.

It is clear from the above considerations that a new awareness has emerged among Saudi educational developers regarding the need to apply an inclusive approach to effectively deal with the requirements of students, teachers, parents, schools, universities, educational district and local communities, and therefore to improve the education system. In keeping with such an inclusive approach, the MoE seeks to implement a bottom-up development strategy founded on schools, teachers, students and parents. At the same time, a top-down strategy is necessary as well, with the involvement of the MoE, educational districts and local communities.

2.5 The status of women within the Saudi education system

The fast-paced development that Saudi Arabia has undergone in different spheres, especially economy, health, and education, has fostered significant changes in female education, allowing women to study a wide range of subjects at college and university level not only in Saudi Arabian institutions, but also in foreign ones. Nonetheless, women opting for study abroad are not entirely free; they have to be accompanied by a male relative like a father, brother, husband or uncle.

When Saudi Arabian women were first granted access to public education, the story of Fatin Shakir stands out; she competed with eleven men to obtain a scholarship from the Ministry of

Higher Education for studying abroad. Thanks to the intervention of King Faisal, who actively supported the education of Saudi Arabian women, Fatin received the scholarship and went on to study at Purdue University in the US, becoming the first Saudi Arabian woman to attain a doctorate in anthropology (Lacey, 1981). She worked assiduously to demonstrate that women's rights were not shaped by Islam, but by social practices embedded in customary law and tradition (Arebi, 1994).

Female informal education was introduced by King Saud, who was the first king to draw attention to the matter of female education in a 1959 speech that had both radio and newspaper coverage. Through this speech, the King acknowledged the previous ten years when several private girls' schools were established with charity funding. As observed by Al-Yamamah (1959), the text of the speech constituted a watershed for Saudi women. Hence, the Saudi royal family played a crucial role in the development of female education, which also gained the support of the Ulama, who are the scholars of the Quran and of the Hadieth, consisting of the teachings of the Prophet Mohammad. It is their responsibility to condense the Shari'a rules, which are the foundation of all Muslim societies and of the Saudi government in particular. The senior Ulama must be consulted on various matters, including female formal education, as they hold the position of governmental advisors (Al-Rawaf, 1991).

In 1941, Indonesian and Malawi immigrants, who came to Saudi Arabia on a pilgrimage to Mecca and decided to settle there, took the initiative to found the first private girls' school, Madrasat Albanat Alahliah. Saleh (1973) noted that the obvious inference to be drawn from the fact that it was non-nationals who introduced female education in the KSA was that Saudis did not attribute importance to educating girls. On the other hand, the introduction of female education by non-Saudis can also be perceived as the incentive required to initiate development in this area, as schools in Mecca (1947), Jeddah (1965) and Riyadh (1955) were established by Saudis not long afterwards (MoE, 1981).

Formal education for girls gave rise to divergent attitudes. Some people rejected formal education for their daughters and made allowance only for the Kuttab, an informal system of education where girls were taught to read the Quran and had religious responsibility drilled into them. By contrast, other people believed that a formal education was beneficial for their daughters, as it taught them not only the Quran and related subjects, but also a wider range of subjects that would later on help them to perform their marital and maternal duties more efficiently (Al-Rawaf, 1991). Therefore, though slow, educational progress was made, paving the way of Saudi women to higher education.

The most ardent advocate for female education in Saudi Arabia was the wife of King Faisal, Iffat Al-Thunayan. With her support, permission was finally granted for women to study subjects that had previously been off-limits to them, such as science and language. However, the introduction of public education in Saudi Arabia happened much later than in other Gulf countries, with no formal education system for females in existence before the 1960s. Although a limited number of private schools did exist, the only education that most girls acquired was what they derived from home; rich families could afford home schooling for their daughters, while families with more modest means could send their daughters to informal Kuttab schools where a blind religious teacher (Motawa) or a religious woman (Motawa'a) taught them to read the Quran (Al-Amro, 2012).

The General Presidency of Girls' Education (GPGE) was established by King Saud (Al-Rawaf, 1991) and entrusted with promoting the significance and benefits of female education, and to persuade parents to send their daughters to school. This committee was exclusively formed of religious men with authority in society. Among the duties of the GPGE was the formulation of an educational curriculum suitable for females, in accordance with the established religious principles and the position of women in Saudi Arabian society. In the year following the creation of the GPGE, 15 elementary schools were established, a number which rose to 6,191 schools by 2005-2006 and to more than 13,000 schools of various educational stages by 2003, as specified on the website of the Saudi MoE (GPGE, 1988). Another important outcome of the creation of the GPGE was that King Faisal successfully promoted formal education for females among the leading Bedouin tribes (Huyette, 1985).

The first four state intermediate schools for girls were established in 1964 and their objectives of providing females a good education in preparation for their future roles as wives and mothers mirrored those of elementary schools (GPGE, 1988). However, 1964 was also the year of establishment of the first secondary school which sought to equip girls with the skills and knowledge needed to pursue education at a higher level (MoE, 1981).

The opening of the first secondary school was a landmark, as it bequeathed a new role for women in addition to that of wives and mothers, namely, the role of active contributor to society. What is more, as discerned by Al-Amri (2007), the establishment of secondary schools for girls granted females access to university education as well, since secondary school teachers required a university degree while the pursuit of higher education also became a goal for secondary school female students. Hence, this provided a way of making up for the shortage of Saudi female teachers, due to which teachers from other Arab countries had had to be recruited. Consequently, the GPGE managed to accomplish its goals rapidly (AlMunajjed, 1997).

College was the first step in the preparation of teachers for working in intermediate and secondary schools, and, just like every other form of Saudi female education, it was under the control of the GPGE (Al-Amri, 2007). The first College of Education was established by the GPGE in Riyadh, followed in 1979 by the founding of the first junior college, focused on provisioning females with an education based on Islamic values that would help them become better mothers and active members of society (Al-Amri, 2007). An additional objective of colleges was to prepare future teachers of elementary school and to improve the training of existing elementary school teachers who had been hired during the initial stages of Saudi education and had only a secondary school qualification. Therefore, to help them attain a formal teaching qualification, the Saudi government paid them to attend junior college for two years. This scheme led to the establishment of a number of fifteen junior colleges by the mid-1980s. The conditions for acceptance in these colleges were possession of a secondary school certification and the signing of a contractual agreement to teach with the GPGE for a minimum of three years after completion of college education (GPGE, 1989).

In 2002, female education was under the management of the Directorate General of Girls' Education led by conservative scholars, whereas male education was governed by the MoE. Consequently, there were different curricula for girls and boys (Hamdan, 2005). In 2003, however, an integrated curriculum for boys and girls was introduced by the MoE, the only remaining distinction being that sports and physical education was taught only to boys, whilst home economics continued to be a girls-only subject (MoE, 2013).

The curriculum developed by the MoE for boys, to which the subjects of home economics, embroidery, English, and sports, was first made accessible to girls by the Foundation of King Saud was created in 1955 in Riyadh and managed by three daughters of King Saud (MoE, 2006). With regard to higher education and advanced degrees, these were at first available only to women from a rich background who had the means to pursue education at such a high level. Prior to the establishment of universities in Saudi Arabia, rich families sent their daughters to study at foreign institutions (Al-Amro, 2012). The current number of girls' schools across all educational stages (kindergarten, elementary, intermediate, and secondary) throughout the Saudi educational districts is 14,839 (MoE, 2006).

As was the case with schools, the first universities opened in Saudi Arabia were accessible only to men, due to the policy of gender segregation in education. When women started to demand higher education as well, universities created female-only campuses, where all teachers and staff were women although televised lectures given by men were also used (Al-Amri, 2007). In 1976, King Saud University opened the Centre for Girls' Studies, offering a range of subjects, such as

Arabic, history, geography, and English. In the course of time, female centres were opened at every college within King Saud University, apart from the College of Engineering and the College of Agriculture and Planning. This development has allowed females access to a range of subjects, including public administration, medicine, dentistry, nursing, and education. Nonetheless, men continue to have better study facilities, such as libraries and laboratories (Al-Amro, 2012).

The other Saudi universities that accept female students are the University of King Abdulaziz in Jeddah, the University of King Faisal in the Eastern Region, the Umm AlQura University in Mecca, and the Islamic University of Imam Muhammad Ibn Saud. Furthermore, in recent years, a number of other universities have been established with separate female and male campuses, such as the University of King Khalid in Abha, the University of Aljouf and the University of Hail; alongside these state universities, private colleges and universities have also been opened (Hamdan, 2005). Thus, the Saudi government has succeeded in attaining the objectives set out for female education, since by 2003, females accounted for almost half (48.8%) of the total number of students in Saudi Arabia (Saudi Cultural Mission in the USA, 2006).

2.6 EFL teaching in Arab countries

The educational process in schools presents Arab teachers with a number of challenges, such as the discordance between theory and practice in different subjects, including English, the learning difficulties and lack of motivation of students, as well as the outdated teaching methods (Abdullah, 2010). These challenges led Abdullah to propose that Arab teachers should adopt the constructivist theory, which is a useful tool for learning and teaching. The theory focuses on the independent acquisition of knowledge by the students, which affords them the motivation necessary to improve their learning performance. As such, the advantages of this theory warrant its implementation by Arab teachers. The theory involves the teachers providing students the necessary stimulation to become social learners, deriving knowledge and skills based on interaction and communication within an academic or social context. This method is considered to be much more conducive to learning than independent study that does not emphasise communication. However, for the constructivist theory to work successfully, the family and community must become involved in the educational process alongside the school. As advocated by Abdullah (2010), this method is the way forward in education.

The main obstacles affecting EFL teaching in Arab countries have been identified by Fareh (2010) as being the following: teachers lacking sufficient training; inappropriate teaching methodology; poor competences, preparation and motivation to learn on the part of the students; a focus on memorisation-based learning instead of on skill development; the orientation of the

educational process on the teacher and not the learner; differences in methods used (compartmentalisation vs. whole language); learners are inadequately exposed to English; improper evaluation techniques; and insufficient teaching resources.

In Egypt, English is attributed as great importance and people are eager to learn it, especially those who have achieved a high level of education or who are working in the tourism industry (which contributes a massive amount of revenue to the national economy (Abdelhafez, 2010)). This shows that English is favourably perceived in Egypt. To ensure that they are familiar with the latest teaching approaches and technological innovations for education, Egyptian teachers have been regularly sent for training purposes in English-speaking countries like the UK and the US since 1993 (Abdelhafez, 2010). The problem confronting a large number of Egyptian teachers of English is inappropriate training and experience of communicative teaching methods, coupled with an insecurity in their own aptitude for English (El-Naggar *et al.*, 2001). Ahmed (2001) concluded that, in order to achieve professional development, both student teachers and practicing teachers must be provided with adequate training to hone their teaching skills, as well as be monitored closely upon completion of training to make sure that they effectively apply what they have learned.

Similar challenges surround EFL teaching in Jordan. It was during the early 1960s that the Jordanian Ministry of Education formulated the English language curriculum, which defined the motivation, and general and particular objectives for English language teaching, as well as the teaching methodology applied to accomplish the established objectives and performance assessment methods (MoEJ, 1990). To help with the acquisition of the four fundamental skills of English, the teaching process in Jordan integrates a number of methods (Alodwan, 2012). With regard to English teachers, Alodwan argues that the Jordanian MoE must pay closer attention to their competences to ensure they possess the necessary qualifications and training. The key competences that English teachers are expected to have include practice of speaking English, a good grasp of the four fundamental language skills, an equal prowess in reading, writing, understanding, and speaking, familiarity with the English structure, as well as an understanding of the close correlation between language and associated culture. According to Alodwan (2012), the improvement of English language teaching in Jordan depends on provision of adequate teacher training and acknowledgement of student needs, together with the development of a proper curriculum and methodology with emphasis on the four fundamental language skills.

Fareh (2010) highlights the following three major difficulties that EFL teachers in the Arab world are confronted with: insufficient professional training and improper teaching methodology; marginalisation of English students who have trouble learning, as a result of the structure of EFL

teaching; limited capacity of students to learn English and poor preparation. Furthermore, as Syed (2003) observed, the key language learning elements of self-reflection, adaptation and consolidation are incompatible with the fast-paced growth experienced by Arab countries. An additional obstacle to EFL teaching is the fact that learning by rote instead of skill development is the main method applied in schools and universities in the majority of Arab countries. Due to this, students fail to develop the ability to think critically, be creative and solve problems. Therefore, the approaches to teaching that schoolteachers adopt are inevitably influenced by the inadequate preparation they have had as students (Fareh, 2010).

2.7 The status of EFL teachers in the KSA

The learning and teaching process is significantly shaped by the education that teachers receive. In Saudi Arabia and in other Arab countries, the education system consists of two sub-systems, namely, the integrative system and the consecutive system (Al-Jabri, 2010). The integrative system involves the combined study of academic/specialisation modules and educational modules throughout the four years of university. One example of integrative system is the faculties of education within Saudi universities. On the other hand, the consecutive system applies to graduate students who have received a BA from the Faculty of Art for academic specialisation in subjects like Arabic, Maths, English, and Science. Students have the option to come aboard the faculty of education to prepare by studying an additional year, depending on their first academic qualification. To enhance the capabilities and productivity of schoolteachers, the Saudi MoE offers comprehensive training for both student teachers and existing teachers, with particular emphasis on improving their knowledge and skills and keeping them abreast of the latest information and technology (MoE, 2013).

2.7.1 The main goals of English teaching in Saudi Arabia

The official language of Saudi Arabia is Arabic. English is considered a foreign language and taught accordingly. However, when the foundation of the Saudi education system was first laid, English teaching and learning was largely ignored. The present status of English within the Saudi education system has been reviewed by Rahman and Alhaisoni (2013). Previously, despite the fact that all students from year seven onwards were required to study English, they viewed it as another subject they had to learn to pass their exams, rather than making real efforts to achieve proficiency in the language. However, this attitude has changed completely since a new awareness has caught hold regarding the international status of English as the primary language used in a wide range of fields, from science and technology to business and commerce. Thus, given its importance, English has become an essential subject in the Saudi education system and

all students from year six to university have to take it. What is more, in order to increase student performance, the Saudi MoE is even considering making English compulsory from year four.

To standardise teaching across all Saudi schools, the MoE has implemented a list of objectives (the General Objectives of Teaching English Language in Saudi Arabia) that teachers must strive towards (MoE, 2014). The Teacher Book for Teaching English in Saudi Arabia (MoE, 2014) specifies the following competences that students should achieve:

- To accomplish intellectual, personal and professional development;
- To achieve the language proficiency needed to cope with different circumstances;
- To achieve the language proficiency needed in various occupations;
- To attain the four fundamental language skills of listening, reading, writing and speaking that are necessary to engage in communication with English speakers;
- To view learning English positively;
- To have an understanding of how important English is for interaction at an international level;
- To achieve adequate proficiency to understand the cultural, economic and social issues facing Saudi society and help to resolve them;
- To gain an understanding of the culture of English-speaking countries to contribute to the development of international cooperation and highlight the significance of practicing tolerance towards cultural differences;
- To attain the proficiency necessary to be able to act later on as emissaries of their culture and civilisation to the outside world;
- To achieve the linguistic capabilities required to help their country benefit from the scientific and technological innovations of other countries;
- To achieve the proficiency needed to be able to expound and disseminate the concepts and values of Islam.

2.7.2 The objectives of English teaching at each educational stage

Particular objectives have been formulated for each educational stage (MoE, 2014):

A) Objectives of English teaching at the elementary stage

In accordance with the established framework for the elementary stage, students are expected to demonstrate a number of skills by the time they complete this stage (year/grade 1 – year/grade 6):

- To acquire the fundamental skills of English that constitute the key to achieving proficiency later on;
- To master the vocabulary established for this stage;
- To be able to read and comprehend simple English sentences;

- To be able to apply the fundamental structures of English sentences;
- To understand the important role played by English as a means of communication at an international level and of conveying the Islamic values and culture to the outside world;
- To acquire good listening and understanding skills of simple English;
- To be able to write simple English sentences;
- To acknowledge the significance of English as a means of international communication and its facilitating role in transferring the innovations of other countries to Saudi Arabia.

B) Objectives of English teaching at the intermediary stage

In accordance with the established framework for the intermediary stage, students are expected to demonstrate the following set of skills by the time they complete this stage (year/grade 7 – year/grade 9):

- To learn the fundamentals of language underpinning future English proficiency;
- To master the vocabulary that has been outlined for this stage, in order to gain the ability to communicate in various settings;
- To be able to speak English correctly;
- To be able to read and comprehend texts written in English;
- To understand the important role played by English as a means of communication at an international level and of conveying the Islamic values and culture to the outside world;
- To apply structures of English;
- To be able to listen to English and understand it;
- To acknowledge the significance of English as a means of international communication and its facilitating role in transferring the innovations of other countries to Saudi Arabia in keeping with Islamic principles;
- To be able to write a concise guide paragraph in English.

C) Objectives of English teaching at the secondary stage

In the secondary stage (year/grade10 – year/grade12), students are expected to achieve a good grasp of the four basic skills of language:

- To be able to read English written materials ranging from simple and adapted to original abridged texts;
- To be able to speak English using the correct stress and intonation;
- To be able to listen and understand spoken English;
- To be able to write a page-long narrative or discursive text.

2.7.3 The features of English teaching and learning in Saudi Arabia

It is essential to assess the degree of language proficiency of non-native English teachers, as they account for 80% of the total number of English teachers in the world (Snow *et al.*, 2006). As a result, a number of competences have been outlined that student teachers are required to demonstrate upon completion of the EFL teacher's preparation programme as proof that they have become proficient in English. These competences are: awareness of and familiarity with general cultural dynamics; mastery of a wide range of subjects and the instruction language; use of an array of approaches to assist students in becoming proficient; selection; adaptation; development and utilisation of diverse resources; application of different techniques of evaluation; and contribution to peer development (Snow *et al.*, 2006).

The process of teaching English as a foreign language is usually referred to as "Teaching English to Speakers of Other Languages" (TESOL), "Teaching English as a Second Language" (TESL), or "Teaching English as a Foreign Language" (TEFL) (Alshuaifan, 2009). ESL and EFL are typically understood to denote the educational process as it unfolds in the classroom (Croft, 1972). Despite the fact that the promotion of English learning is the main goal of these concepts, the learning activities and tasks related to the setting of English learning are perceived differently by teachers. The learning process is influenced by a variety of factors, such student age, course objectives, level of student motivation, the capabilities possessed by teachers, classroom circumstances, and teaching resources. Furthermore, the approach employed in language teaching is also dictated by these factors.

Every teacher possesses a different level of capability, dedication and knowledge (Altman, 1981). What sets a good teacher apart is a constant strive to improve student learning performance. He/she is aware of the fact that learning about language features, the structure of language attainment, learning tools and student motivation is a never-ending process. This study applies the TEFL concept.

The EFL preparation programmes available to teachers in Saudi Arabia lack method and appropriate planning. In the last forty years, the certifications of most of the EFL teachers have consisted of bachelor's and associate degrees in English language and literature obtained from colleges of education and faculties of arts pertaining to Saudi universities (Al-Hazmi, 2003). It was emphasised the inadequacy of such certifications for efficiently preparing students to become EFL teachers, advocating the urgency of bringing improvements to EFL teacher preparation programmes and providing appropriate training not only for student teachers, but also for existing EFL teachers (Al-Hazmi, 2003).

The English curriculum implemented in Saudi Arabia has been heavily criticised and disputed in recent times (Al-Alamri, 2008; Al-Eid, 2000). Furthermore, Zaid (1993) notes a significant discrepancy in approaches to student preparation, the colleges of education focusing on educational aspects, whereas the colleges of arts are more concerned with aiding students to become English-Arabic translators rather than teachers of English. Another important consideration that requires attention is the perceptions that students studying English at university level have with regard to learning English as a language, as well as the attitudes of Saudi students and teachers towards English culture(s) (Al-Jarf, 2004; Al-Qahatani, 2003).

The status of EFL teaching in Saudi Arabia can be gleaned from the variables circumscribing the EFL teaching process and its degree of efficiency. Within the Saudi education system, students of English as a foreign language generally have poor levels of proficiency and performance (Mulla, 1979). As identified by Alshuaifan (2009), factors such as the academic settings, teacher preparation, curriculum resources, and student motivation and interest contribute to this unsatisfactory outcome. Al-Gaeed (1983) proposed that this situation can be improved by enhancing the capabilities and skills of the teachers, which would enable them to expand the curriculum with new resources, adjust teaching methods and approaches, and creating an environment more conducive to learning.

Acknowledging the need for better preparation of Saudi teachers of English as a foreign language, Sheshsha (1982) carried out a study to determine the qualifications that Saudi teachers of English, on the one hand, and American teachers of English to speakers of other languages (TESOL), on the other hand, considered that a good English teacher should possess. The Saudi government has made significant efforts to make English learning available to as wide a segment of the population as possible. In spite of such efforts, the skills of English language are not adequately cultivated by the available EFL teaching programmes. The majority of EFL teachers in the KSA are not native speakers of English and many of them are immigrants. To encourage Saudi students to develop more favourable attitudes towards learning English from non-native speakers, it is necessary for Saudi teachers of English to be better prepared and receive training on a regular basis. Furthermore, the lack of interest that numerous Saudi students display with respect to learning English also accentuates the need to address the process of English learning more closely.

2.7.4 Female EFL teachers in Saudi Arabia

Nowadays, a broad range of significant challenges confront teachers during the process of training, and even after completion of training, their professional development does not stop (Shouq and Malik, 2001). Shouq and Malik added that professional development should

empower teachers to generate their own ways to keep their professional skills improving even when TPD courses are finished or completed. Teachers should be trained on how to generate and use self-TPD through the Internet and other resources according to their situations, culture and needs. Self and online TPD can be considered as sustainable and consistent up-running TPD, which can help teachers to update their teaching methods according to their teaching challenges and how they need to be flexible and positive towards the technique of ‘challenge to change’.

A comprehensive study of the situation of female student teachers of English in Saudi Arabia has been conducted by Mohammed (2007). Mohammed (2007) reported in his study that the issue of gaining practical experience in girls’ colleges of education represents a major obstacle to the preparation of EFL teachers, due to course limitations, unskilled staff, or failure to implement the course effectively. He further notes that teachers should possess the capability of dealing with unforeseen circumstances emerging in the teaching context and of solving any learning problems that students might have by applying the latest theoretical notions and technologies. Similarly, Althaki (1999) argues that student teachers cannot attain a good grasp of the theories of EFL teaching if those theories are not applied in practice. Furthermore, Althaki maintains that no other approach is more useful than practice in familiarising students with the process of classroom teaching as well as in applying classroom behaviour favourable to English learning. For these reasons, practice is an indispensable component of teacher preparation programmes.

However, as Shouq and Malik (2001) argued above, teachers should be trained to find their own way to keep their TPD consistent and teachers should not put the blame on the educational system or other excuse. The inconsistency of official TPD can sometimes restrict the progress of a teacher, but it should not stop them finding another way to keep their professional development in school teaching. Also, teachers should put more efforts in acting as a researcher in order to ensure the validity of suitability of new theories and methods in teaching through conducting pilot research interventions.

The process and phases of preparation for female student teachers of English is not different from males as have been outlined by Mohammed (2007). Practicum commences with two weeks of observation, as specified by the Academic Guide for Saudi Girls’ College of Education. For the following month, students teach once a week, before embarking on a two-week period during which they teach every day. Such practice is undertaken by students in the third year of the programme. Fourth-year students teach once a week for five weeks, and afterwards they teach every day for around three weeks. However, Mohammed (2007) contended that three weeks of teaching does not provide students with enough preparation to teach at intermediate and secondary levels.

A number of factors are to blame for the insufficiency of practical training, including the perceptions of student teachers, as well as the perceptions and considerations of academic and administrative staff of Saudi Girls' Colleges of Education (Mohammed, 2007). As a result, student teachers are deprived of the helpful experience of supervised teaching.

2.7.5 The challenges facing EFL teaching in Saudi Arabia

Lasting four years, the programme followed by EFL students who have graduated from colleges of education and colleges of arts focuses on English language skills, English literature, linguistics, applied linguistics, and translation. There is only one main module on EFL pedagogy which seems to be inadequate delivered the various challenges these novice teachers might have. Likewise, their requirements are not fulfilled by the courses in educational psychology, evaluation, school administration and curriculum studies which are taught in Arabic and are also undertaken by students in other faculties who are preparing to become teachers. Furthermore, the EFL students have the chance to attain practical experience at intermediate and secondary schools only in the final semester of the preparation programme, when they have to teach one or two courses, amounting to between four and eight classes weekly. It is clear from the above observations that the EFL teaching programmes, which were introduced by the Saudi MoE in Teachers' Colleges in the cities of Riyadh, Jeddah, Beesha, and Dammam in response to the heightened demand for teachers, contain significant limitations and flaws (Al-Hazmi, 2003).

In regards to existing teachers, they presently have access only to general training programmes that are organised by local departments of education. The courses on offer are run mostly by English teachers and supervisors who do not have the necessary subject knowledge, linguistic proficiency, and expertise in the teaching methodology for foreign languages (Al-Ahaydib, 1986; Zaid, 1993). Despite having a significant negative impact on student learning, teacher preparation is often cut short in order to respond to the growing demand for teachers that has arisen as access to education has been increased (Cross, 1995). What is more, alongside the quality of education, the budget for education also suffers when teachers with insufficient training are mobilised. Cross (1995) proposed that an optimal teacher profile formulated in accordance with the extent of national development and local limitations should form the basis of initial teacher preparation programmes. Moreover, needs analyses focusing on the general education level, language abilities, professional competence, and education-related perceptions of teachers should be conducted to be able to clearly delineate knowledge and behaviour targets to inform the development of training programmes.

Due to the scarcity of local English teachers, the Saudi MoE has hired a large number of non-Saudi English teachers in the last four decades (Al-Awad, 2002). However, this is not a viable

solution for the scarcity of Saudi EFL teachers in the long-term. In addition, not only do the non-Saudi teachers, particularly those from other Arab countries, lack adequate training, they also do not have access to any preparatory course on the job (Al-Hazmi, 2003). In light of this situation, Al-Hazmi (2003) suggested that all EFL teaching positions at the primary educational stage should be reserved exclusively for Saudis and effective and inclusive training programmes for both student teachers and practicing teachers should be implemented throughout the country.

The Saudi MoE has not demonstrated the same concerted efforts in the development of efficient EFL teacher preparation programmes as it has demonstrated in the creation of English language curricula initiated in 1991. As a result, the content of teacher preparation programmes and the classroom requirements are becoming increasingly incompatible. Moreover, numerous teachers leave university without having acquired key English skills, in particular English-speaking skills (Al-Hazmi, 2003; Zaid, 1993).

To expose Saudi teachers of English to innovative teaching techniques and to determine the challenges to English teaching, in 2001, the Saudi MoE collaborated with the American Embassy and the British Council to develop an education programme for practicing teachers intended (Al-Hazmi, 2003). The objective of the programme was to provide training for over 600 English teachers and supervisors in different Saudi educational directorates. Similar collaborative programmes have been introduced in the cities of Jeddah, Taif, Arrass, Jizan, Asir, and Najran (Al-Hazmi, 2003). An additional strategy employed by the Saudi MoE over the last ten years has been to send EFL teachers and supervisors to train-the-trainer programmes held in English-speaking countries, such as the UK, in order to acquire information about the newest TEFL theories and methods. Furthermore, to improve the pedagogical and linguistic capabilities of teachers, Al-Hazmi argued that training programmes for practicing teachers must be more effectively developed and should be extended to the many non-Saudi teachers as well, since their professional requirements are identical to those of Saudi nationals.

The measures that have been taken so far have made a positive contribution, but more needs to be done; for instance, brief training programmes could be offered to teachers on an optional basis. Moreover, to ensure programme efficiency, EFL teachers should be encouraged to become actively involved in the planning of such programmes from start to finish, as well as in assessing the practice of EFL teaching in Saudi schools. Additionally, in order to stimulate higher performance of EFL teaching and learning at every educational stage, the Saudi MoE should initiate collaborations with interested parties like the Saudi institutions of higher education, both public and private, and international institutions such as the British Council and the US Information Service.

2.7.6 Overview of EFL teaching and learning in Saudi Arabia

Despite the notable advancements that are currently being made in the education system, the performance of learning English as a second language remains low in Saudi Arabia (Rahman and Alhaisoni, 2013). Reports by Saudi teachers that students finishing the secondary stage are unable to maintain a brief dialogue underscore the seriousness of the situation (Al-Shumaimeri, 2003). The fact that many students fail to attain any level of proficiency in English, even though they have learned English for so long, means that the process has been a waste of time and energy for both students and teachers. However, Rahman and Alhaisoni (2013) stated that it would be unreasonable to attribute the poor achievements in English language teaching and learning in Saudi Arabia to a single factor, such as learning materials or student incompetence.

Rather than just one factor, there is a range of factors contributing to the disappointing performance of English teaching and learning in Saudi Arabia:

(1) Comprehensive definition of the goals and objectives of curriculum for English (Alshumaimeri, 2003): This is a vital aspect of any EFLT programme, as the success of a language programme depends on the accurate formulation of the curriculum and of its scope. In order to deal with the existing educational issues, chief among them being English teaching, the Saudi Higher Committee of Education is seeking to bring amendments to the educational policy.

(2) The application of Needs Analysis (NA) to the EFLT curriculum: The findings of Needs Analysis have not been efficiently acted upon by the Saudi policymakers and curriculum developers to create a comprehensive curriculum (Rahman and Alhaisoni, 2013). Consequently, the English teaching process falls below the expectations of the various EFLT parties. Hence, NA requires closer attention as it plays a central role in curriculum formulation.

(3) The relevance of learning materials with regard to the requirements of English students: Rahman and Alhaisoni (2013) accused writers and publishers of EFLT materials of being more interested in making a profit than in ensuring the quality of these materials. Therefore, the needs of the students are not satisfied by the available materials, while curriculum coordinators are hard-pressed to select an appropriate textbook. This situation is not unique to Saudi Arabia, but is encountered in numerous other countries as well. Hence, it is necessary to approach the selection of acceptable EFLT materials and textbooks with caution (Rahman and Alhaisoni, 2013).

(4) EFL teacher preparation: Teaching English as a second language is a challenging task from an intellectual, emotional and physical point of view (Rahman and Alhaisoni, 2013). Although job eligibility is fulfilled by having the necessary qualifications, these are not necessarily an indicator of a good teacher. EFL teachers must demonstrate that they are highly knowledgeable

of English, master a range of English teaching methods, and understand the needs of individual students and how to meet them. Rahman and Alhaisoni (2013) noted that these criteria are frequently ignored, teachers being hired for the English language programme despite lacking professional training, teaching experience, and comprehensive subject knowledge.

(5) Mastery of English teaching methods: To enhance students' enthusiasm towards learning English, teachers should come up with new methods and approaches to teaching the language and promoting classroom interaction and communication. Ellis (2008) argued that this would not only boost students' motivation, and hence, their learning performance, but also help them to develop skills for independent learning.

(6) Degree of student motivation to learn English: According to Rahman and Alhaisoni (2013), English learning is propelled by interconnected requirements, wants and desires, which therefore demand close consideration on the part of the teachers when formulating strategies to motivate the students. If they are properly motivated, students will dedicate more efforts and form a more positive perspective towards English learning, whilst also determining them to acquire skills for independent learning (Rahman and Alhaisoni, 2013).

(7) The extent to which English is used and practiced: Despite the fact that there are numerous English resources available, such as newspapers and television shows, not to mention the considerable number of people from English-speaking countries living in Saudi Arabia, students rarely take advantage of existing opportunities to use English outside the classroom (Rahman and Alhaisoni, 2013).

(8) The Saudi MoE has not dedicated the same amount of attention and effort to the development of adequate EFL teacher preparation programmes as it has to the formulation of English curricula (Al-Hazmi, 2003). Furthermore, Butler (2012) observed that, due to receiving insufficient training during the EFL programmes they have undertaken at college or university level, primary school teachers have significant difficulty dealing with classroom teaching tasks.

(9) A number of obstacles confront EFL teachers not just in Saudi Arabia, but in other Arab countries as well; these obstacles include doubting their teaching capabilities, insufficient skills, lack of motivation, a deficient support system, shortcomings in curriculum and teaching techniques, and inadequate qualifications (Syed, 2003). To a certain extent, these obstacles are the result of the fact that a large number of EFL teachers working at all Saudi educational stages come from other Arab countries and they perceive the position as just a random job, not being concerned with pursuing development and creativity. Furthermore, there are also native English speakers who teach in Saudi schools and they are paid better than Saudi teachers. Thus, the quality of education can also be adversely affected by this payment inequality (Syed, 2003).

(10) Since the only setting in which they can use English is the classroom, and even then, Arabic is also spoken (Fareh, 2010), numerous Saudi students lose their motivation to learn English. Furthermore, ELT falls below the standard academic levels (Khan, 2012). The writing and speaking skills of Saudi EFL teachers are particularly poor (Carrier, 2003; Fareh, 2010), while the inability to use English at home has a detrimental effect on the English skills of both Saudi students and teachers (Syed, 2003; Khan, 2012). The current researcher has had a negative experience with English teachers using Arabic language during teaching. The teachers use Arabic for ease and to temporarily please students, however the students can become despondent when they realise the disadvantage this has. I believe the Ministry of Education in the KSA and other Arab countries should be strict with teachers about this issue.

(11) By comparison to teachers in other fields, like medicine or law, EFL teachers are viewed with inferiority and are deprived of the advantages, and even job security, that other teachers enjoy, because they do not have professional credentials (Johnston, 1997).

(12) The amount of knowledge and skills that EFL teachers take away from training programmes depends on cultural considerations, the education system, the economic situation, societal aspects, as well as their own personal perceptions (Carrier, 2003; Nishino, 2012). Apart from training, the attitudes that teachers have towards instruction are shaped by personal views and beliefs, student behaviour, as well as the cultural setting of teaching (Borg, 2003). A suggestion for the policymaker would be the use of English forums for EFL teachers. Their registration on such websites would allow them to communicate with English speakers and to exchange visitations between KSA and English-speaking countries such as The UK, USA, Australia and Canada. These activities might help teachers with ongoing informal development in using English as well as for new teaching methods.

(13) EFL teaching is also undermined by the fact that teachers undertake only a single course in EFL teaching methodology during the preparation programmes organised at Saudi colleges and universities (Al-Hazmi, 2003). Furthermore, an additional detrimental aspect for EFL teaching is the fact that student teachers are offered just one course, taught in Arabic, in educational psychology, assessment, school administration and curriculum studies.

(14) No methodical approach is applied to the EFL teaching programme and the techniques employed to prepare EFL teachers are inadequate (Al-Hazmi, 2003).

Potential solutions and recommendations have been made by various researchers to overcome existing problems and bring improvements to EFL teaching programmes in Saudi Arabia. Khan (2012) suggested that the educational values and cultural beliefs of Saudi students and teachers

should be taken into account in the development of EFL teaching programmes. Furthermore, measures should be taken to stimulate the creativity of EFL teachers as well as their motivation to expand their knowledge, practical experience and other essential skills (Khan, 2011). In addition, as observed by Al-Hazmi (2003), in order to improve the EFL programmes, improvements should be brought to the TEFL for both student teachers and practicing teachers. There is also a need for more appropriate EFL textbooks to promote the development of positive attitudes towards English learning among students (Fareh, 2010). Last but not least, McMullen (2009) proposed that, to compare the performance of Saudi EFL students to that of other EFL students, classroom assessments should be carried out by TESOL practitioners in Saudi Arabia.

2.8 Teacher Professional Development (TPD) in Saudi Arabia

2.8.1 Aims of TPD

As explained by Lee (2001), teachers' understanding of the instruction and learning process can be promoted through professional development programmes; Pre-service teaching and In-service teaching represent the two stages of teaching development. The pre-service stage is undertaken during university by students who wish to become teachers. Similar to the situation in other countries, including England and Wales, the US, and Egypt, student teachers in Saudi Arabia embark on a programme lasting from one to four years to obtain the knowledge and skills required to achieve a teaching qualification (Zeeadah, 2005). Qualified teachers then proceed to the in-service stage, which consists of a number of phases, such as pre-service, introduction, development of capabilities, keen interest and professional growth, career dissatisfaction, career stability, career wind-down, and finally career exit (Lynn, 2002).

In order to enhance the work performance and productivity of schoolteachers and enable them to assimilate new information, knowledge and skills, the Saudi MoE offers training programmes for both student teachers and practicing teachers. Another objective of such programmes is rectification of the weak points and errors that teachers make during the instruction process.

Fostering favourable perceptions towards the occupation of 'schoolteacher' is an important goal for the Saudi MoE as well, as is the development of positive relationships between teachers and other people in Saudi society. Moreover, to bridge the gap between theory and practice, the Saudi MoE actively encourages acquisition of latest information knowledge and skills among teachers (MoE, 2014). This also allows teachers to grow professionally and make fewer errors during the teaching process.

The reason why so much emphasis is put on the improvement of the work productivity of teachers is the belief that this will benefit the learning performance of students, whilst also

equipping teachers with the skills needed for continuous self-development. The training programmes offered by the Saudi MoE for practicing teachers are spaced out throughout the academic year as well as occasionally during the summer vacation. Taking place in schools or in other centres, the training programmes focus on the three major aspects of information, skills, and attitudes (MoE, 2014).

2.8.2 The relevance of TPD

Teacher preparation and in-service teacher training constitute the priorities of the policy for education currently enforced in Saudi Arabia. Teacher professional development is highlighted as essential in section five of chapter four of the education policy. The importance of continuous teacher training, including preparation of trainee teachers in keeping with established guidelines and provision of assistance to practicing teachers to enhance their performance, is addressed in paragraph seven of the education policy. Furthermore, paragraph five stipulates the necessity for teachers to attain the skills needed for self-development so as to be able to achieve a higher qualification in their field (MoE-Supervisor Guide, 2010).

Al-Sahari (2012) describes TPD as an ongoing process that enables teachers to develop professionally through acquisition of skills from training programmes, lectures and workshops, in order to ultimately achieve a higher work performance and productivity. Since 1975, when the Arab League declared that teachers have a duty to keep abreast of the latest teaching methods and implement them accordingly, educational development in general and that of teachers in particular has been a top priority for Saudi Arabia. Existing guidelines in Arab countries suggested that the training requirements of teachers should be the focus point for the formulation of related programmes.

Ongoing TPD adapted to the requirements of the teachers, students as well as the cultural settings has been labelled as crucial for the success of the educational process in any subject (Clark *et al.*, , 2013; Butler, 2012; Alfahadi, 2012). Furthermore, Al-Khateeb (1991) stressed that, in order to fully prepare trainee teachers for entrance in the educational field, the provision of effective pre-service training programmes that familiarises the trainee teachers with the educational process and teaches them to cope with unforeseen situations and events is essential.

A range of training programmes for practicing teachers are provided by the Saudi Ministry of Higher Education (MoHE), including programmes focusing on selection of supervisors for student activity, curriculum mentors, guidance and counselling, as well as educational mentoring. As stated by the Saudi MoE (2013), the aim of these training programmes is to help practicing teachers to develop professionally. In the last ten years, Saudi higher education has been geared towards the achievement of an educational process of high quality. Indeed, the Saudi government

has been making significant efforts to achieve this goal at every educational stage. To this end, in 2010 the government allocated a budget of \$146 billion to education (Al-Thumali, 2011).

The MoHE (2013) outlines the following objectives for the training programmes on offer:

- To help practicing teachers consolidate their skills;
- To ensure that practicing teachers have a good understanding not just of their academic and supervisory duties, but also of their administrative duties and various technical matters, so that they can successfully deal with students and educators and provide solutions to any issues that may arise;
- To keep teachers abreast of the latest developments in the areas of educational supervision, educational psychology, Islamic education, teaching techniques, curriculum, and educational administration;
- To afford practicing teachers access to the newest information and skills that they can use to teach their subject more effectively;
- To help practicing teachers to augment their skills and knowledge.

One notable absence from the above list of objectives is the promotion of cooperative relationships between practicing teachers. It is clear from the Seventh Development Plan (1999-2004) that the Saudi government seeks the achievement of quality performance and productivity across all governmental institutions and in particular institutions of education (Derbas, 1994). Several measures have been adopted to revitalise the Saudi education system and stimulate its development, such as the creation of support agencies for educational development, a proliferation of studies on various aspects of the teaching process, as well as implementation of regulations and educational experiences in schools (MoE, 1986).

2.8.3 TPD phases in Saudi Arabia

Educational supervision and training have always constituted a priority for the Saudi MoE, as evidenced by the introduction of a system for the management of training programmes and scholarships, which was accompanied by the creation of management centres throughout the country. Several phases can be distinguished in the evolution of educational supervision and teacher training in Saudi Arabia (MoE-Supervisor Guide, 2010):

Phase One: Inspection of Administrative System (1957)

In order to identify problems and hold schools accountable for any existing mistakes, administrative inspectors were sent to schools to verify administrative practices and conformance with the regulations and guidelines issued by the MoE.

Phase Two: Inspection of Training Practices (1964)

Inspectors were sent to schools to conduct observations of the classroom behaviour of teachers, to provide advice accordingly, as well as to confirm that the educational procedures implemented complied with the MoE regulations.

Phase Three: Educational Instruction (1967)

Inspectors concentrated more on teaching practices, in keeping with the objective of the MoE to consolidate relationships between instructors and teachers, as well as between instructors and school management.

Phase Four: Educational Monitoring and Training (1981 – present)

Agents from the Department of Supervision monitored the educational activities of teachers, whilst also offering advice and recommendations. In addition, teachers were assigned supervisors that had the same qualifications as them.

2.8.4 The objectives of TPD in Saudi Arabia

A number of evolutionary phases of training programmes for practicing Saudi teachers can be discerned (MoE – Educational Training Guide, 2006):

1. Night Institutions for Teachers (1955-1965)

The purpose of the night institutions was to give practicing teachers who lacked proper qualifications the opportunity to increase their ranking. The duration of the study was three years and it was structured in such a way so as to make teachers more knowledgeable of local culture and to afford them a foundation in the areas of education, psychology and teaching techniques. By 1965, these institutions were no longer in use.

2. Summer Courses (1963-1995)

For two years, from 1963 to 1965, the summer courses were organised annually and lasted fifty days. One week consisted of thirty-six hours of study and the areas of concern included education, psychology and science.

3. Supplementary Studies Centre (1965-1966)

Riyadh and Taif were the two cities where these centres were located. They were designed to improve the qualifications of senior elementary teachers who graduated from the night institutions. The study programme was comprised of three periods, each of which had a duration of seven months. The centres functioned until 1980.

4. Multiple Sessions (1965-1966)

Teachers who had completed summer courses as well as those who had attended night institutions were eligible for a number of brief courses organised by the Saudi MoE.

5. Short Summer Courses Abroad (1973-1974)

To consolidate their English skills and teaching methods, Saudi Arabian teachers of English were selected to go abroad to the UK.

6. Teaching Qualification Programme for Teachers without Qualifications (1973-1974)

Before 1973, many schoolteachers did not have formal teaching qualifications. A programme called 'Teaching Qualification Programme for Teachers without Qualifications' was made available at King Saud University and at Um Al-Qura University. The course lasted for twelve months and was intended to help teachers without qualifications to gain a diploma degree.

7. Multiple Short Courses (1980 – present)

A wide range of packaged short courses are offered by the supervision and training department under the instruction of the Saudi MoE. The courses are taught by supervisors and trainers, normally involving one-day workshops intended to stimulate teachers' creativity. According to regulation, Continuing Professional Development (CPD) cannot be provided by Saudi schools.

2.9 Conclusion

In Saudi Arabia, culture and religion are the two most powerful forces that shape the education system and dictate the direction in which it develops. More specifically, educational policymakers and instructors are influenced by cultural and religious values to structure the system of education in keeping with the contemporary educational theories and technology. Furthermore, there is a significant struggle in Saudi society with regard to the need to achieve an equilibrium in preserving the traditional conservative culture and the necessity to incorporate modern innovations in the field of education. It is argued that this incongruity is the reason for the opposition shown by Saudi educational policymakers towards the continuous development of the education system.

The wide range of existing challenges, as well as perceptions towards teaching and other work-related factors can contribute to the decision of practicing teachers to leave the teaching profession (Kyriacou & Kunc, 2007; Smithers & Robinson, 2001). Furthermore, some teachers, in particular teachers who are new in the profession, may find the absence of support schemes disappointing, which can make them feel dissatisfied with the job (Darling-Hammond, 2003). This is significant, especially as Woods and Weasmer (2002) reported that job satisfaction can motivate teachers to become more dedicated to the job. Likewise, Moor *et al.* (2005) observed that teachers were more satisfied and less likely to leave the job if they received adequate professional support.

The main problem confronting the Saudi education system is the fact that some EFL teachers, and particularly primary school teachers, are not competently proficient in English and have deficiencies in teaching skills due to the fact that they are not native speakers of English. Under these circumstances, the introduction of appropriate TPD programmes is vital, to provide Saudi EFL teachers the training they need to develop their teaching skills and improve their English proficiency, thus increasing their teaching performance and consequently providing an education of higher quality.

In Saudi Arabia, TPD training is not conducted as an ongoing strategic process and is restricted in content and scale. Moreover, the efficiency of TPD is questionable, due to the fact that it is not managed by Saudi experts or specialists who would take into account the particular conditions of the Saudi education system (Alharbi, 2011). It seems that the development of TPD is not done in consultation with the teachers themselves as it is driven from top-down, which can limit the progress of TPD in Educational systems in Saudi Arabia.

Personal and professional experiences of the Saudi education system have made the researcher of this study aware of the limitations in TPD for EFL teachers, limitations that require immediate attention and action to improve not only pre-service teacher preparation, but also in-service training programmes. EFL teachers make a significant contribution to Saudi education, and by extension, to Saudi society, and therefore it is essential that they are provided with ongoing support to improve their teaching skills and knowledge and develop professionally, in order to become specialists in their subject.

In the process of researching this study, it has been noted that there is a scarcity of comprehensive studies addressing the situation of English teachers in Saudi Arabia. Nonetheless, from the information and observations that have been garnered, it is clear that there is an urgent necessity for practicing EFL teachers to undergo proper training so as to consolidate their knowledge and skills to increase their performance as well as to achieve professional development. Furthermore, it is essential for inclusive training programmes as well as online TPD to be offered to EFL teachers in general and female EFL teachers in particular. The researcher believes the opportunities available to female EFL teachers to augment their teaching skills and knowledge are not enough, and this situation must be addressed promptly. Finally, I would suggest that teachers should be trained to be independent to carry on their personal and professional development, even when the official TPD stopped. This strategy can keep teachers active and opened minded towards updating their teaching methods and strengthening their capacity of English skills in addition to enabling teachers to deal with changeable challenges in good manner. The following chapter discusses the theoretical framework for the research.

Chapter 3: Review of the Literature

3.1 Introduction

In numerous countries, it is standard policy for teachers to take part in ongoing training in order to retain their job and to advance up the career ladder and earn greater salaries (European Commission/EACEA/Eurydice, 2013; OECD, 2012). Indeed, the annual proportion of teachers participating in activities for professional development exceeds 86%, as revealed by data yielded by recent teacher surveys conducted internationally (Mullis *et al.*, 2012d; OECD, 2009; OECD, 2014). Teachers have been hailed by theoretical as well as empirical evidence as playing an essential role in educational programs geared towards shaping student performance. Sanders (1998) even went as far as arguing that efficiency discrepancies among teachers constituted the main determinant of students' academic development. Furthermore, to highlight the significance and relevance of TPD, educational researchers, policy analysts and politicians throughout the world vigorously advocate the idea that improvement of the entire education system depends on teachers improving their professional competence and dedication in a purposeful and relevant way (Misra, 2018).

For schools throughout the world, a major and ongoing priority is consolidation of long-term learning capabilities, and implicitly, teachers' careers. Therefore, the teaching environment is no longer just a space for instruction but also a space for acquisition of such capabilities (Evers *et al.*, 2016). Such training should focus on helping teachers to hone their instruction skills, expand their knowledge of English, and work toward professional development. Furthermore, the necessity for practitioners, researchers and teacher educators to actively cooperate with each other was also highlighted by the author. The importance of cooperation lies in the fact that it enables teachers to get to grips with their professional development, allows researchers and teacher educators to gain an insight into teachers' methods of translating theory to practice in second language education as well as to observe the mechanisms underpinning educational policies.

Existing studies on the topic of EFL teaching and learning, with emphasis on teacher professional development (TPD), are explored in the following part. More specifically, the literature review can be divided into two parts.

The first section is concerned with aspects related to TPD and continuing professional development (CPD), strategy of writing literature, the association between TPD and EFL, and, additionally, the use of IT to support TPD. Furthermore, a number of studies that focus on TPD in developed countries, such as the USA and Japan, will be reviewed. Other studies will centre on TPD in developing countries such as Syria and Pakistan. In this chapter, difficulties facing

TPD in Saudi Arabia and other Arab countries will be reviewed. This part will provide a clear picture of TPD in those places where it is under significant attention and has effective resources, namely in developed countries where it has lack of educational resources.

The second section addresses aspects concerning EFL schoolteachers, including the impact of the efficiency and attitudes of EFL teachers on students' performance, teacher training programs and EFL in the context of Saudi Arabia.

3.2 Strategy of writing literature review

Boote & Deile (2005) state that literature reviews should include a high standard of writing. They should have a selective criterion which can address the relevant issue based on related points of included and excluded literature. Boote & Deile added some components for writing a good literature review for students in their dissertations and thesis, especially in the field of education: a) The literature review should present a focus and conceptual framework. Literature reviews can be poor when lacking a relevant subject and the right content. There should be justified areas of research which is required to advocate proposed subject; b) A literature review should reflect deep understanding; c) A literature review needs to adopt a selective and consistent approach in addressing and presenting issues in relation to the topic of research; d) A literature review should have a clear strategy and procedure in describing and analysing information in order to strengthen the current research.

Maxwell (2006) suggested further strategies which should be considered during the writing of the literature review: a) To combine the conceptual framework and research design as a whole; b) To develop concept mapping and outline the argument, in addition to making a link between points.

I have tried to apply some of the components and strategies which can be applicable to the current research. Therefore, I spent around three months reading articles, books and previous thesis which were related to the area of current research. This gave me initiative to outline my topic areas which I need to develop in order to connect them to my research. I agree with Boote & Deile (2005) and Maxwell (2006) in the sense that the researcher should be selective, analytic and critical in reading, writing and commenting about other researchers who were interested in TPD. I have linked my literature review with my theoretical framework, research questions.

My strategies in reviewing the literature was based on considering a systemic way of reviewing to clearly see the picture of my topic through various angles such as topic, date of conducting the research, objectives, design 'quantitative or qualitative', participants, results and conclusion'. This provided me with a good way to proceed and enrich my ideas as well as to be able to be analytic, selective and critical in my reviewing and writing. Inclusion literature was selected

based on being related to my topic's key words (TPD, EFL, teachers in intermediate and secondary schools, worldwide, Middle East, Saudi Arabic), recent date when conducting the study with preference to the most recent studies after 2010. Excluding literature was based on any study that is not related to my topic as mentioned above.

It benefited me when writing my methodological issue, tools. After I completed my literature review, every three months I would check for any recent and relevant studies to be added in the relevant section of my thesis. I did not use many quotations throughout my literature review; I prefer to put ideas into my own words.

3.3 Concept of CPD

The term CPD, attributed to Richard Gardner, refers to Continuing Professional Development. Gardner was the head of professional development for profession building at York University (UK) in the 1970s, and, according to Gray (2005), the term was employed owing to the lack of distinction between course-based learning and job-based learning. At present, the term is frequently utilised in a range of professional contexts (Ibid). Day (1999) considers that the term CPD referred to professional development activity where every naturalistic learning experience is included in combination with premeditated processes that are intended to benefit a certain entity. This entity can either be a single person, a team, or an educational institution, and the learning experiences have an impact on the standard of classroom teaching.

The notion that people strive for the consistent enhancement of their capacities is integrated into the framework of CPD, and so too is the idea that meeting the minimal occupational requirements for a role are not sufficient. In the context of teaching, such development processes were once referred to as 'in-service training', where the significant element was the delivery rather than the consequence. This terminological distinction denotes an emphatic movement away from the provider and/or employer and in the direction of the single person. In essence, as stated by Gray (2005), this signifies that the single person is the only responsible party for their personal development, and this takes place in the context of the institution by which they are employed.

According to Nofke (1997), a large part of the contemporary discussion surrounding CPD has revolved around the issue of what is being developed, by who, for what reason, and according to whose interests. Although numerous models and position statements have been published in relation to CPD over the years, numerous cases have not made progress in establishing rigorous findings associated with subjective teacher attitudes.

The extent to which CPD is effective in teacher training is often assessed in terms of changes in an individual's subject knowledge, pedagogical content knowledge, self-efficacy in teaching and in the various kinds and frequencies of behaviours and instructing and learning events in the teaching room. It is not a straightforward matter to determine the causal relationship between teachers' participation in CPD and improved student performances and, as a result, student attainment records are infrequently employed as efficacy indicators. Despite this, as stated by Whitehouse (2011), several reviews regarding the subject of teacher CPD have established consensus in terms of what the six features for effective teacher CPD are.

In order to carry out CPD effectively, it must be rooted in identifying the learning requirements for pupils and teaching personnel; it must be sustained; subject-oriented; classroom-based; resourceful, in terms of utilising external specialists; and, especially when attempting to found professional learning communities, it must be based in cooperation. Moreover, CPD for teachers is carried out effectively when it is conducted in iterations, thereby providing enough space in which personal teaching theories can be refuted or refined and, additionally, allowing time for elements of teaching practice to be altered by taking part in professional learning communities (Ibid).

I tried to find out the similarity and difference between CPD and TPD, it seems the CPD and TPD are most likely used interchangeably. The only important difference that can be noticed is that CPD is used for improving the learning and performance skills among professionals in any jobs including schools (Nofke, 1997; Bamber, 2009; Shohel & Banksa 2010; Widodo & Riandi 2013), whereas TPD is more specific about professionals who improve their knowledge and practical skills in their schools. However, some researchers used CPD among teachers in their educational institutes such as Gray (2005); Goodall *et al.* (2005); Wermke (2011); Whitehouse (2011). In contrast, other researchers used TPD with schoolteachers and they mentioned clearly that in their research (e.g., Shelley, 2010; Shohel & Banksa, 2010; Tilla, Ferkinsb and Handcockc, 2011; Widodo and Riandi, 2013; Misra, 2018).

Continuing Professional Development (CPD) is a wider concept compared to TPD, as CPD can include a variety of skills which can apply to different professions. In addition, CPD requires the constancy of involving professional skills, while TPD is more specific for teachers in the education context and it might be less frequently applicable than CPD. Both TPD and CPD are essential to improving the skills of language teachers (e.g. Bamber, 2009; Shohel & Banksa 2010; Widodo & Riandi 2013).

The impact of the school system on teachers' CPD has been explored by Wermke (2011) by using both qualitative and quantitative methods to collect data from a total of 418 secondary

school teachers, of whom 201 came from 16 schools in Stockholm and 217 from 13 schools in Berlin. The quantitative method took the form of a questionnaire survey. Wermke (2011) showed that CPD practices and beliefs differed considerably among the teachers from Sweden and Germany, suggesting that teachers' CPD was indeed influenced by the school system. Among the various reasons for the observed differences were distinct views on CPD knowledge sources, the effect of approaches of school management, and different understanding about the role of teachers pervading in the two countries.

The assessment of the effect of CPD in schools was the focus of the two-year project undertaken by Goodall *et al.* (2005), with financial support from the University of Warwick and the University of Nottingham. The project sought to examine the different CPD assessment practices applied in schools and to supply schools with materials to better assess CPD. To this end, three surveys were carried out among teachers, CPD leaders, and CPD providers. From the one thousand schools to which the survey was distributed at random,

The results of the survey undertaken by Goodall *et al.* (2005) indicated that, from the perspective of CPD leaders, teachers' satisfaction was the factor with the highest frequency of assessment in more than 35% of the selected schools. This was followed by value for money, which was mentioned by over 51% of teachers. Although the effect of CPD regarding these factors was found to be assessed by all of the schools included in the interview stage, the effect on organisational support and change was assessed by only 41% of the schools.

In light of the findings obtained, several suggestions were proposed by Goodall *et al.* (2005): a) more thorough assessment of CPD in schools is required and must also address the effect on learning outcomes; b) schools should be better trained and familiarised with the different instruments for efficient CPD assessment; c) clear specification of the leadership and managerial duties of the CPD leader is necessary; d) all school staff should benefit from CPD opportunities; and e) the CPD opportunities should be tailored to the specific requirements of the individual, educational institution, as well as national policy.

Notions, variables and obstacles likely to have an influence on CPD were analysed by Bamber (2009), who argued that an efficient CPD structure is essential to stimulate staff to approach reflective, non-formal learning in a proactive and informed manner, allowing them flexibility in how they apply reflection on their work tasks. Bamber (2009) and Goodall *et al.* (2005) agreed that the quality of CPD for secondary school teachers was significantly influenced by the school system and that more comprehensive assessment alongside closer adjustment of CPD to the requirements of teachers is necessary. According to Bamber (2009), to contribute to the enhancement of teaching quality, CPD must demonstrate flexibility and reflection.

It should be noted that CPD is closely comparable to TPD with regard to the continuity of learning and progression over the course of teacher's in-services (Gray, 2005; Whitehouse, 2011). Despite this, other scholars have proposed the notion that CPD is markedly dissimilar insofar as it is naturalistic, casual, and planned to a lesser degree (notably, Bamber, 2009; Shohel & Banksa, 2010; Widodo & Riandi, 2013). Moreover, these researchers state that CPD can take place in a direct or indirect way in any context, even when no formal training initiative is underway. They also added that TPD is specific to a greater degree as a result of the fact that it necessitates comprehensive planning in terms of training programs and supervision, and because it takes place in a school context.

3.4 Aspects of TPD

Teachers' views on professional development interventions oriented on physical activity were the focus of the study undertaken by Tilla, Ferkinsb and Handcockc (2011). To this end, a qualitative approach underpinned by the interpretive paradigm was applied. Purposive sampling took the form of a questionnaire and eighteen semi-structured interviews carried out with six primary school teachers in Auckland, New Zealand. Results revealed that involvement in onsite professional development and the support from a cohesive and positive organisational culture were greatly appreciated by teachers. Working together with other teachers and experiencing professional development first-hand gave teachers a sense of satisfaction.

The creation of a TPD model in Indonesia was the focus of a two-year project discussed by Widodo and Riandi (2013). The evaluation results informed a dual-mode TPD integrating face-to-face sessions with online sessions. In extension of the project, the authors sought to design a cost-effective TPD model. A number of 102 teachers participated in the study, their years of teaching experience ranging from 1 to 37 years, with an average of 14.4 years. Questionnaires, field notes, Internet access records, and interviews were the sources of data collection. As reported by the authors, face-to-face session participation was higher than online session participation. They concluded that the design of an effective TPD model in Indonesia must take into account several factors, including teachers' autonomous learning, ICT skills and infrastructure. Further advancement of TPD programs in Indonesia has been advocated by Widodo and Riandi (2013) as a high priority.

In a similar vein, spanning the period 1996-1999, a study conducted by Desimone *et al.* (2002) explored how teachers' instruction was shaped by professional development and how in turn it influenced teaching practice in the disciplines of mathematics and science. Based on purposive sampling, a number of 207 teachers from 30 schools located in 10 districts from 5 states, who supplied information on every requested item, were chosen to participate in the study. Thus,

three schools at elementary, secondary, and high school level, respectively, from every one of the ten districts were chosen. Findings indicated that teachers were more likely to apply certain instructional practices in the classroom if those practices were the focus of professional development. In addition, teachers' instruction was more significantly influenced by professional development as a result of particular features, like opportunities for active learning.

31 studies focusing on TPD from the period 2009-2011 were reviewed by Postholm (2012). The main finding was that teachers' learning was influenced by individual as well as organisational factors. In addition, it was noted that teachers' professional development depends to a significant extent on their ability to cooperate with other teachers; notably, it is an initiative that teachers can take upon themselves. TPD is shaped by collaboration with figures outside the school as well as by a favourable school culture with a positive and enabling environment. The author (Ibid) draws the conclusion that ongoing TPD is driven primarily by in-school learning. These findings are closely related to the current research insofar as the investigation focuses on TPD with a consideration of the individual factors of female EFL teachers; other factors are also considered, including those that are associated with wider communities, both within and outside the school, through their relations to students, head teachers, English supervisors, and parents. This method of investigation will allow the current researchers to gain deep insight into the most effective factors that can influence the performance of learning and teaching English among Saudi female EFL teachers.

The use of teaching supports by art education teachers in Saudi Arabia was investigated by Ibn Talib (2003) based on a sample of 60 art education teachers and 11 supervisors. The study produced three important findings. First of all, the use of teaching supports was extremely irregular, with just 6 teachers reporting to employ such aids. Secondly, educational material could not be integrated in art education teaching because institutions of higher education in Saudi Arabia did not have the necessary means. Thirdly, the study highlighted the importance of providing teachers with the necessary training to produce and use teaching supports.

Based on a study of 207 schoolteachers at elementary, secondary and high school level, Desimone *et al.* (2002) found that TPD could be made more efficient by active learning practice. In a different study, a review of 31 papers on TPD during the period 2009-2011 uncovered that individual and organisational determinants, positive school culture, and cooperation with external people were the major factors that had a favourable effect on TPD quality. Furthermore, the school environment was identified as being the most conducive to effective TPD (Postholm, 2012). A number of 60 teachers and 11 supervisors in Saudi Arabia were surveyed by Ibn Talib (2003), who discovered that teaching supports were not regularly used by teachers, which

together with the scarcity of suitable TPD materials contributed to the poor quality of TPD in this country. The following subsection explores TPD studies in relation to EFL settings.

Attitude discrepancies between teachers with and without English as a Second Language (ESL) certification have been examined by Schuilwerve (2011) from the perspective of sociocultural theory and second language acquisition. A two-part survey comprising a total of 28 items was used to gather data from the research sample consisting of eight kindergarten teachers from Saudi Arabia. The purpose of attendance of professional development activities is to afford teachers the opportunity for creation, application and dissemination of practices, knowledge and ideas catering to the needs of every student (Schlager *et al.*, 2004).

To gain an understanding of the extent to which classroom practice in underprivileged Children's Educational Program (UCEP) schools was affected by school-based support systems, Shohel and Banksa (2010) studied the English in Action (EIA) intervention applied in schools in Bangladesh. To this end, a mixed method approach was adopted, consisting of questionnaire, classroom observation, and semi-structured interviews with administrators, teachers, and students from six schools chosen at random from the fifteen intervention schools in the capital of Bangladesh, Dhaka. Teacher recruitment and training represented the focus of the interviews with six participants, while professional development and various facets of school-based training support systems represented the focus of interviews with twelve teachers. Evident support was brought by the authors to show how TPD was promoted by in-school training. They observed that TPD benefitted particularly from school-based support systems in conjunction with technology-enhanced open and distance learning (ODL).

Change Theory was applied by Shelley (2010) to understand how the technology professional development programs offered in schools and/or districts promoted the technology competencies of teachers, especially teachers of English. Data was collected from six school districts from three states with the help of electronic survey, focus groups and one-to-one interviews. Data analysis was undertaken with mixed method triangulation and the constant comparative method. Shelley (2010) found that technology professional development programs did not fulfil English teachers' needs and only a handful of the surveyed schools offered such programs that were more comprehensive than standard training for their online grade book programs. Teachers expressed their dissatisfaction with the low quality of technology professional development and ineffective instruction techniques, considering that it just took up time fruitlessly. Furthermore, they were of the opinion that they should have been allowed to take part in decisions related to such programs to be able to acquire skills of advanced technology. A number of suggestions

were put forth by the teachers towards the improvement of technology professional development so that it would be more suitable to their requirements and be of use in every content area.

Dayouba and Bashiruddinb (2012) investigated the professional development of two secondary school English teachers from Syria and Pakistan, as well as the methods through which they acquired their teaching skills. To acquire insight into the characteristics associated with the professional development of English teachers in the two countries, the authors examined the two case studies separately, thereby identifying several sources of learning: independent learning, in-service experiences, an enabling environment, school opportunities, and home support. Based on these findings, the authors proposed that ongoing professional development programs should be formulated and implemented with care by the relevant authorities, including teacher trainers, policymakers, and other decision-making bodies (Dayouba & Bashiruddinb, 2012).

To conclude, the main types of TPD training are three: a) The first one is based on face-to-face delivery of training sessions and this is the traditional way of TPD, the second type is a modern TPD based on online delivery by using technology or ICT. In some schools, they still depend completely on face to face training of TPD (e.g., Schlager *et al.*, 2004; Banksa, 2010; Schuilwerve, 2011). The face to face training is good but it is not enough to be provided to every teacher every time, meaning it may lack consistency in providing satisfactory and up-to-date learning and practice skills to teachers. b) The second type of providing TPD training is using technology or ICT. It is important to update teachers with modern teaching skills and good knowledge (Riandi, 2013), however, teachers should not be left completely dependent on online training. The support is not enough to provide the sufficient information and skills to teachers. c) The combination of face to face and online TPD training is argued to be good but was lacking balance of usage according to the needs of teachers (Widodo and Riandi, 2013). The current researcher suggests the third approach is the most effective and that schools should use a combination of face to face and online training. However, this delivery should be in good balance of each other and teachers should be educated in using technology.

3.5 Conceptualising EFL and TPD

The concepts of TPD in an EFL teaching context can also be defined as situational as they respond to the various learning environments in which it must function and support learners and teachers in adapting to cultural or contextual changes. In addition, TPD can also be considered contextual as they are heavily influenced by the specific values and beliefs of different cultural groups. In a sense, teachers must work according to social norms and must assimilate the values and traditions of the communities in which they teach. The concept of TPD should form a good relationship between teachers of languages and other means of development such as knowledge,

reflection and cooperation and collaboration as this healthy relationship is important for teachers and their school environment and organisation (Barduhn 2002).

The conceptualisation of TPD now plays a central role in the revision of education systems and the implementation of education policies. According to Hurd *et al.* (2007), this has been the case in established economies since the 1980s. However, the outcome of any educational development strategies is largely dependent on the professional development of teachers (Villegas-Reimers, 2003) as their roles as educators have grown increasingly complex (Ling & MacKenzie, 2001).

Many researchers highlight the importance of TPD in maintaining the development of teaching staff by encouraging them to interact with colleagues and share practical experiences which can have a positive impact on the learning outcome of students (Borko, 2004; Desimone *et al.*, 2002). Komba and Nkumbi (2008) also claim that the success of teacher development is strongly affected by the school environment and society in general. Generally speaking, TPD can facilitate teachers in broadening their skills and knowledge, formulating more effective curricula, diversifying their role as teachers and constructing a professional persona (Conway *et al.*, 2009).

Komba and Nkumbi (2008) suggested that the factors that can influence the development of EFL teachers were explored at length in their study, with particular reference to the impact of school management, students and the parents of students on the performance and behaviour of language teachers. The integrated factors that can influence EFL teachers are represented in the links between schools and society, as suggested by Komba and Nkumbi (2008). The current study investigated the school factors such as EFL teachers, head teachers, and supervisors, which provided a deep understanding of EFL teachers in relation to TPD in Saudi society.

According to Rashidi *et al.* (2014), the development of teachers can be influenced by the attitude, commitment and integration of teachers and their familiarity with the use of ICT resources (Stakanovaa *et al.*, 2013; Gozuyesil & Soylu, 2014). Furthermore, the social and cultural context in which they teach can affect their development, particularly regarding the beliefs and values of learners as well as the socio-political status of the region (Cetinkays, 2013; Carrier, 2003; Bryam, 1997). In addition, as the challenges faced by teachers can vary from region to region, teaching programmes must be designed based on the requirements of Saudi students and the cultural values of the region (Khan, 2012). In this study, the concept of TPD was discussed in terms of the fundamental factors that enhanced or hindered the development of teachers as well as other influencing factors, namely colleagues, management, as well as head teachers and supervisors.

3.6 IT-based TPD

Technology-incorporating TPD processes were investigated by Liu (2013) in the context of teacher involvement in a school-based community in China. Data collection was undertaken during instructional practice procedures and participant interactions with the help of qualitative research methods. A number of six teachers consented to take part in the study, all of them working in an urban elementary school which was prioritised by local authorities for technology incorporation. Factors that were noted to affect technology incorporation included instructional observations, teacher self-reflection, researcher coordination, and promotion of innovative teaching by the school head. The author thus argued that ongoing teacher development benefitted from technology incorporation, while the appointment of coordinator for TPD professional learning community was also a useful measure.

As open-ended educational programs that countless users can access via the Internet, Massive Open Online Courses (MOOCs) have been proposed as a possible answer to the TPD requirement of novel strategies of delivering content and training. The main advantage of MOOCs is that it eliminates the geographical obstacle, as numerous teachers can use them without having to be in the same location. Hence, as long as teachers can access the Internet, MOOCs can afford them a wide range of opportunities to develop and train continuously (Misra, 2018).

Dede (2006) sought to create an ideal online TPD program by employing a research-based program as a case study. In keeping with the objectives of the majority of reform measures, the primary aims of this program were threefold: to enhance teacher practice, to promote teaching innovation, and to support teachers in their professional development. A number of factors underpinned the selection of the World Online Teacher Professional Development Program (WIDE) that were to be analysed in this study. The innovative procedures extended by WIDE – including small group coaching, the application of new knowledge in the context of independent learning, and teamwork – were considered to be the most important factors as they provided a deeper understanding of teachers' approaches to learning. It was observed that the foremost challenge to be surmounted was the formulation of teaching strategies, as overcoming these problems would enable teachers to address the second challenge of organising a distributed learning context at a distance. Importantly, this could not be achieved without inventive technical design. As concluded by Dede (2006), the expansion and improvement of online TPD requires more robust experimental research approaches and models.

An online course open to all foreign language teachers, regardless of their location, which offered them the opportunity to learn how to work with culturally diverse classrooms constituted

the focus of the study by McCloskey (2010). Particular emphasis was put on the facets of intercultural communicative competence (ICC). The research sample consisted of eighteen teacher-learners who took part in the online TPD course and had some degree of experience of promoting ICC among students. The main finding was that foreign language teachers did not promptly take advantage of opportunities to improve their own ICC, even in the case of intercultural settings. From this perspective, the online TPD program was perceived by the author as a valuable opportunity to address this deficiency, enabling teachers not only to work on their own ICC and associated teaching skills, but also to cooperate with teachers from other cultures and parts of the world to advance the cause of intercultural learning. The achievement of these objectives could be facilitated by appropriate decision-making regarding TPD formulation and application.

A problem-based learning approach was adopted by Choa and Rathbunb (2013) to devise several teacher-focused online Teacher Professional Development (oTPD) programs. These programs not only encouraged active participation on the part of users, but also enabled them to generate knowledge that they could use in the classroom. Alongside the main method of the case study, the authors conducted fifteen interviews and thirty-three questionnaire surveys among the participating teachers. Additional data were derived from reflection notes and observations on the oTPD program. Furthermore, the authors discussed cases of oTPD, findings, and lessons regarding the effective introduction of teacher-focused oTPD programs in the context of higher education. Practitioners seeking to introduce such programs for university teachers were considered by Choa and Rathbunb (2013) to be the primary beneficiaries of the research findings.

As shown above, the advantages of incorporating IT in TPD programs have been highlighted by the majority of the studies on this topic (Daly *et al.*, 2009; Dede, 2006; Choa & Rathbunb, 2013). Despite the inherent difficulties in oTPD and lack of study on its implications (Dede, 2006), such programs could be highly valuable in promoting cooperation between teachers from different cultures (McCloskey, 2010). It seems that oTPD programs play powerful roles in producing substantial information and skills to teachers in an easy and appealing way, however using IT ensures that most of teachers have the required equipment, tools, internet access and technical support in order to encourage them rather than to put them off using oTPD. In addition, the current researcher values the importance of using oTPD, but it would be more useful (as addressed earlier) to use a combination of face to face and online TPD delivery because alone their impact is limited.

3.7 The Impact of EFL Teachers' Attitudes on Students' Performance

The attitudes that teachers have towards English instruction, which are underpinned by motivation, play a key role in their professional development. In fact, motivation was identified by Carless (1999) as the cornerstone of successful learning of a foreign language in general and EFL teaching-learning in particular. What is more, students' motivation determines the extent to which they engage in various learning activities. The absence of internal as well as external motivation plagues EFL classes in Saudi Arabia. The importance of motivation in compelling EFL learners to reach targeted objectives has been accentuated by numerous studies conducted in recent years, including Ellis (1997), Aydin (2012), and Chaco'n (2005). It goes without saying that learners lacking motivation represent a difficult challenge for teachers. Therefore, efforts should be made to stimulate the dormant competencies of learners and take advantage of them to induce motivation and hence to promote the learning process. Moreover, Carless (1999) placed teachers at the centre of the process of curriculum innovation and change, as they are responsible for enforcing, amending, dismissing or overlooking such innovation.

With respect to cross-cultural factors, it is crucial for cultural awareness to be instilled in learners of a specific foreign language. Learners can draw motivation from cultural compatibility and adaptation, and EFL learning is significantly influenced by how the cultural values and beliefs of the target language society are perceived by learners. According to Ellis (1997), learners will become more proficient in the target language and develop more favourable attitudes if they possess the motivation to derive not only linguistic outcomes but also non-linguistic outcomes from the learning process.

By reconciling the different values and cultures of the first and second languages, EFL teachers can engage their aptitudes and professional experience to motivate learners to perceive the target language favourably. From this perspective, the lack of coordination between curriculum and the sociocultural traditions of the target language is a major shortcoming of EFL in Saudi Arabia. This is important, as learning outcomes depend significantly on strong cultural bonds between L1 and L2. However, opinions vary with regard to the role played by L1 in the learning of a foreign language, with some linguists arguing that it can disrupt the process of L2 learning, while others maintain that it makes it easier for learners to acquire a foreign language. Similarly, as highlighted by Ellis (1997), to ensure compatibility between the needs and cultural perceptions of teachers and learners, the issue of culture must be taken into account in the development and implementation of EFL teaching-learning programs. By reconciling the different values and cultures of the first and second languages, EFL teachers can engage their aptitudes and professional experience to motivate learners to perceive the target language favourably.

Promotion of TPD presents challenges and problems in all countries, developed and developing alike. An in-depth discussion about the difficulties associated with TPD was extended by Odden *et al.* (2002), who also formulated a cost framework for classification of the various costs related to TPD; thus, six categories were distinguished, namely, teacher time, training and coaching, administration, materials, equipment and facilities, travel and transport, and university tuition and conference fees.

The considerable difficulties facing Arab teachers (including Saudi teachers) when attempting to teach the English language stem from the inherent differences in the linguistic mechanisms of Arabic and English. The absence of any similarities between the two languages in terms of grammatical functions, linguistic elements in sentences, idioms and phrases, parts of speech, verbal expressions, semantic and syntactic structures, not to mention socio-cultural origins, is the reason why acquisition of English as a foreign language is hindered rather than aided by Arabic as the first language. On the other hand, due to the linguistic and phonetic similarities between the two languages, Arabic speakers have no difficulty learning Hebrew, just as Italian is easily acquired by Spanish learners.

Based on a survey of 327 male and female teachers, Al-Shumaimeri (2011) generated novel insight into teachers' attitudes towards the English language. This is related to a range of other important issues: EFL teaching and learning in Saudi elementary schools; learning context and teaching materials; teachers' perceived abilities and language aptitude; the extent of parental cooperation with the school; and the duties fulfilled by ministry supervisors. The results revealed that teachers possessed great confidence in their teaching skills and English language abilities.

In contrast, a number of major factors that negatively impacted motivation during EFL teaching were outlined by Aydin (2012) based on a descriptive qualitative case study focusing on an EFL teacher of 26 years of age, working in an elementary school in Turkey. These factors were associated with the teaching profession, curriculum, work conditions, students and parents, other teachers and school management, and physical conditions. Acknowledging the crippling effect that demotivation could have on carrying on with teaching and learning, enhancing them and making them captivating and entertaining, the author called for the amendment of the methodology applied in teacher-training programs, alongside the integration of IT in EFL teaching and learning processes, as well as the development of tailor-made programs for special needs children.

The variables of teaching style, teachers' sense of efficiency and teacher reflectivity were examined by Akbari and Allvar (2010) with respect to their impact on the performance of EFL learners. To this end, a number of 30 EFL teachers from junior and senior high schools in Iran

were surveyed, with the final-exam results of participating students serving as the independent variable. It was found that the variable of teacher reflectivity and learning outcomes were closely correlated, reflective teachers constantly seeking new teaching concepts and approaches, in line with their great interest in growth and learning. Their genuine enthusiasm for wanting to aid learners in attaining language proficiency was the source of their reflective practice. In addition, teachers' sense of efficiency and student performance were also observed to be positively connected. Having a solid sense of efficiency made teachers more dedicated to teaching and more willing to invest a greater amount of time to the process.

In a similar study, the Teacher Sense of Efficacy Scale was applied by Eslami and Fatahi (2008), who noted that the application of instructional strategies was associated by newly qualified EFL teachers in Iran with greater perceived efficiency compared to classroom management, considering they were more capable of motivating and engaging students in the former case than in the latter. Furthermore, the authors maintained that perceived degree of language acquisition and sense of self-efficiency were favourably linked. Teachers had greater confidence in their efficiency if they considered themselves to have robust language abilities, thus encouraging them to employ strategies based on communication and prioritise meaning over accuracy. This fostered the development of a positive learning environment.

Based on a study on 100 teachers in Venezuela, Chaco'n (2005) reported a relationship between sense of efficiency and perceived English proficiency as well. It was observed that teachers were more competent in instructional strategies than in management and engagement. In light of this, it was proposed that, in addition to grammar, reading and writing, EFL teachers also had to be well-trained in speaking and listening in order to encourage them to consolidate their perceived efficiency of language usage for motivating and engaging students as well as to devise instructional approaches.

Meanwhile, Akbari and Allvar (2010) and Eslami and Fatahi (2008) respectively discerned that teacher reflectivity and student performance as well as teachers' perceived language proficiency and self-efficiency were closely correlated. Furthermore, Chaco'n (2005) noted that, in addition to grammar, reading and writing, EFL teachers also had to be well-trained in speaking and listening in order to encourage them to consolidate their perceived efficiency of language usage for motivating and engaging students as well as to devise instructional approaches. The studies also differed in terms of the educational level they focused on, with some studying EFL at primary school level (e.g. Alshumaimeri, 2011; Aydin, 2012), while others studying it at secondary or high school level (e.g. Akbari & Allvar, 2010).

To conclude, learning and teaching cannot be successfully achieved without motivation or positive attitude among teachers and learners; this holds true for any subject, including English. Numerous studies have proven that motivation is the key to the success of EFL teaching-learning (Carless, 1999; Aydin, 2012). On the other hand, EFL teaching-learning, particularly at elementary level, could be adversely influenced by lack of motivation, which could diminish the enjoyment of and willingness to persevere in learning and teaching English (Aydin, 2012). Successful English teachers should be aware about the difference of Arabic as first language of students and learning English as a second language, therefore, it is important to have a good relationship between the English curriculum and social cultural among students. Teachers should encourage their learners about the value of learning other languages. However, teachers cannot effectively make their learners like the second language if they are not happy about their career or if they are suffering from burnout. Any of these frustrations or disappointing feelings and thoughts will directly and indirectly be transformed to their students.

Teachers and their students need to balance between knowledge of the English language and the practical practice in the classroom and outside. Also, teachers and learners need to acknowledge the diversity of learning a second language which is not similar to Arabic. For example, it is easier for Arab people to learn Hebrew rather than to learn English or Italian. Similarly, it is easier for English people to learn Italian or Spanish rather than to learn Arabic, because it is completely different in structure and phonetics. Awareness of this difference between Arabic and English can be a good point to understand the relationship between two different languages in order to develop learning and teaching based on the required skills to be strengthened. Thus, it is essential for teachers and their learners to focus in good balance on all of the aspects of learning and teaching languages such as reading, writing, speaking and listening. Throughout my personal and professional experience as a learner and then a teacher of English as a second language, there is a lack of focus on speaking and listening, this point must be addressed in any TPD training whether face to face or online sessions in order to improve performance of learning English in the Arab countries.

3.8 Assessment of Training Programs for Teachers

In this section, four studies – conducted in Yemen, the UAE, Japan, Korea, and Indonesia – will be reviewed on the basis of the assessment of the training program for teachers. The common issue of these studies centres around the effectiveness of training programs for teachers in primary and secondary schools. Some of these studies reported on positive issues relating to training program operation in terms of the improvement of advanced teacher performance (Zuheer, 2013), and these can enable teachers to feel motivated and confident to a greater degree

(Wati, 2011). It is imperative to note that, without the on-going development of teacher training, teachers cannot operate effectively in acquiring the necessary skills and knowledge for their teaching practice; furthermore, with teacher training programs, they can develop motivation, communication, linguistic, and pedagogical skills (Igawa, 2008). However, some of these studies refer to gaps in conducting training programs for teachers when the training does not support English knowledge, communication, and teaching skills (Wati, 2011). In this context, there is no follow-up procedure to assess teacher achievement in the training programs, and a self-report assessment is not sufficient for use (Alwan, 2000).

Gulamhussein (2013) offered an overview about TPD and argued that, within the current age of accountability, professional development cannot be limited to a single workshop or delivery of basic teaching methodology information but must ultimately enhance student-classroom learning by eliciting real transformation in teachers' practice coupled with self-assessment. Efficient communication skills, reflection, integrated language skills, and intercultural competence were the four requirements for English teachers that Zuheer (2013) focused on. The researcher chose these four requirements in order to facilitate the improvement of the performance of EFL teachers working in secondary schools in the city of Sana'a, Yemen. The author drew his conclusions based on a study of 25 teachers of English who agreed to take part in a training program spanning seven weeks. This was intended to hone the four teacher requirements that the researcher (Ibid) identified.

In addition to an observation checklist, the author evaluated the knowledge level of EFL teachers via tests conducted prior to and after achievements. Findings confirmed that the training program enabled teachers to improve their teaching performance, thus fulfilling its primary goal. This favourable outcome was attributed by Zuheer to the proactive approach adopted by the teachers towards their professional development, while cooperation personal experience-based reflection also served to augment knowledge and learning. However, ongoing opportunities for professional growth are essential in order to maintain and expand on the acquired knowledge and learning. In this regard, the author observed that engagement in different activities, sharing of experiences and the ability to bring modifications to teaching practices contributed significantly to advance teachers' performance.

In a study carried out in the United Arab Emirates (UAE), Alwan (2000) investigated how effective existing in-service teacher training (INSET) programs were and whether it was feasible to grant EFL teachers access to self-directed (school-based) teacher development activities. The results obtained pointed to the fact that there was no established framework for INSET in the UAE and that training requirements were developed without input from the teachers. What is

more, no follow-up procedure was in place to assess the extent to which the training programs achieved their objectives. Additionally, self-directed development activities were referred to by Alwan as “report-driven”, being practiced primarily to make a good impression to supervisors and school heads responsible for assessing teachers’ performance. Activities such as diary keeping and self-evaluation were undertaken with low frequency, with some teachers being completely unaware of the existence of such activities.

According to Igawa (2008), ongoing development should be a high priority for teachers in their position as professionals. The reason being that, without ongoing development, teachers would not be able to efficiently deal with the constant growth of knowledge in their particular discipline and pedagogy in general, the fast-paced changes at work in the social setting of schooling, and the more and more varied needs of the students. As part of a three-day professional development seminar organised annually in Osaka, Japan, the researcher (Ibid) analysed 44 in-service secondary school and university-level English teachers from Japan and Korea to identify their main needs. “Teaching skills and methods” emerged as the dominant need, followed by “language improvement”, “communication skills”, and “motivation”. The author also observed that more experienced teachers put less emphasis on communication skills as a means to motivate students compared to teachers with less experience.

The aim of the study conducted by Wati (2011) in the Riau Province of Indonesia was to determine how efficient the training program for elementary school English teachers was and the extent to which it met their needs. The training program involved 55 English teachers who all reported that the program made them feel more confident and motivated. In spite of this, the program did not contribute significantly to the teachers’ basic knowledge of English and did not enhance their language, communication and teaching skills, an issue which future training programs were advocated to address. What is more, the author argued that the needs and requirements of English teachers should be taken into account in the formulation of language-training programs (Wati, 2011).

To conclude, it is important to assess and evaluate the impact of TPD training on teachers, as well as their progress. Several researchers above (e.g., Alwan, 2000 ; Gulamhussein, 2013; Zuheer, 2013) agreed that follow-up and an evaluation system should be highly considered as an essential component to keep the improvement process of TPD. However, a follow-up system for TPD training is not available in some schools and in the other schools is not sufficient enough. Therefore, in some Saudi schools, teachers used self-report to evaluate their success. I do not think self-report by teachers will be adequate as it is not neutral, however, self-report can be part of the process among other assessment means such as using internal assessors such as head

teachers and an external assessor such as supervisors. Self-report cannot stand on its own and provide good results as it has bias and teachers cannot consistently use it. Thus, it is vital to have in place integrated and system assessment for the impact of TPD training including three important components: teachers (self-assessment and using other means of assessment such as observation check list form, diary notes and online assessment), internal assessor through head teachers, external assessor through a supervisor or someone from the Ministry of Education.

3.9 Research on TPD in developed and developing countries

The distinction between TPD in developing and developed countries was made in this research owing to the fact that the research findings relating to TPD implementation and its influence on teachers and students in developed and developing countries are considerably diverse. This is demonstrated in the following sub section.

3.9.1 TPD in developed countries

Developed countries is a term used to describe the countries where people live and produce high incomes. These countries also have advanced industrialisation and infrastructure. The occurrence of TPD in different settings has been described in various ways by a range of researchers. TPD lessons are designed to provide an up-to-date view of advances that have taken place in different countries. For instance, highly qualified teachers in the US are prioritised because of the “No Child Left Behind” policy (Darling-Hammond, 2005). The development of these teachers is based on an innovative model of professional development that consists of a combination of intense study associated with specific disciplines and methodical teaching practice and this has been proven to produce positive results.

To assist teachers in their professional development, comprehensive teacher education programs have been implemented in the last twenty years in numerous countries, including Australia, France, Finland, Germany, Ireland, Luxembourg, the Netherlands, Portugal, and Taiwan. Such programs include graduate education for teachers with extensive content, pedagogy, and practicum capacities. Furthermore, in Japan, the professional development of novice teachers is promoted. These teachers are offered a range of apprenticeship opportunities, have a reduced number of classes to teach, and can shadow more experienced teachers in order to hone their planning and teaching skills (Darling-Hammond, 2005).

In the US, TPD programs are not well-funded and they often take place outside school hours. In a school context, however, teacher development may benefit from the formation of professional learning communities, as proposed by Darling-Hammond and Richardson (2009). Moreover,

studies focusing on TPD in European nations point to the emergence of different interpretations and approaches to professional development (Killeavy, 2001).

Among the expected professional development outcomes specified in the UK Teachers' Standards are; capability to stay abreast of the latest knowledge and skills and be self-critical, commitment to teaching improvement via suitable professional development and taking peer counsel and feedback on board, awareness of student learning styles and their implications for teaching, possession of robust knowledge of relevant subject(s) and curriculum domains, methodical reflection on how effective lessons and teaching strategies are, and good familiarity with methods of evaluation of relevant subjects and curriculum domains (Information Policy Team, 2016).

Three professional development models implemented in Israel have been investigated by Zuzovsky (2001), namely, the pursuit of higher education qualifications by teachers with the purpose of becoming academics, school-based teacher development, and the adoption of independent approaches to professional development by teachers. The author proposes that these models are integrated in order to generate optimal outcomes.

In recent years, virtual learning has been increasingly integrated in TPD programs due to its affordability and encouragement of good performance (Wing-Lai *et al.*, 2006; Johnson, 2001). In the long-term, participation in virtual learning, according to Mouza (2009), can significantly influence the professional development of teachers. Moreover, virtual communities of practice have been advocated for by Keown (2009) as a result of the fact that they have a high potential in promoting TPD in different contexts.

3.9.2 TPD in developing countries

Developed countries is a term used to describe the countries where people live and produce low or moderate incomes. TPD is receiving heightened attention in developing nations as well. In a study carried out by Dayouba and Bashiruddinb (2012), the professional development of English teachers in secondary schools in Syria and Pakistan was examined through the use of self-study research combined with a case-study approach. The results indicated that the teachers largely learned by themselves, drawing from in-service experience, different school-based opportunities and assistance, and family support. Two important ramifications for both the school and teacher education in developing countries where professional development is poorly organised arise from these results. The first ramification is that ongoing school-based programs for professional development should become a priority for educational authorities. The second ramification is that English teachers require professional development not only before service but also during

service. Therefore, continuous professional development for English teachers should be attributed to high importance by teacher trainers, policymakers, and other authorities alike.

The practice of reflection in teaching has recently been receiving increased attention in Pakistan, with efforts being also made to create a record of TPD (Dean, 2000; Rarieya, 2005). Nonetheless, numerous in-service teachers continue to display insufficient knowledge about TPD. The application of reflective practice by teachers in a private university as a different strategy of professional development was addressed by Rarieya (2005). Findings revealed that the application of reflective practice made teachers more aware of its contribution to professional development. What is more, the effectiveness with which teachers could engage in reflective practice improved over time. Based on these findings, the author suggested that frameworks should be implemented in societies where reflective practice is a rarity in order to encourage teachers to adopt this activity.

Halai (2011) focused on illuminating the process by which teachers become researchers in Pakistan and found that the complexity of this dual role made it difficult for teachers to strike a balance. Furthermore, the author highlighted that, in order to become researchers, teachers must possess a comprehensive understanding as well as reflective and observational skills. The author concluded that certain measures – namely, reliable supervisory support and the integration of action research into the education curricula – are necessary in order to enable teachers to become researchers who are capable of conducting action research.

Conducting research at the secondary level in the Pakistani province of Sindh and Balochistan and at primary level in Sindh, Hussain and Ali (2010) and Vazir and Meher (2010) both found that a cluster-based mentoring program for TPD positively impacted the professional development of teachers. Nonetheless, teachers required systematic and constant dependable support in both cases.

Self-study research has been forwarded by Bashiruddin (2006) as another approach by which teachers can develop professionally. The author's awareness of the significance of self-study research was raised during her own experience as a teaching instructor and, in addition, while engaging the in-service teachers she supervised over this practice.

To conclude, in developed countries, in general, TPD training is improving teaching strategies, methods, outcomes, tools and assessments. As well as this, the educational system in these countries supports the teachers in acting as both a teacher and researcher, this allows the teachers to keep on developing. Furthermore, the educational system supports teachers in conducting research. This research is seen as an opportunity to create an understanding of problematic educational and social situations. As well as this, it improves the quality of human interaction

and practice within teaching situations in and outside school. Wallace (1998) addressed some areas for language teachers to focus: using material suitable for their students and cultural context, to understand their students in terms of motivation, behaviour and performance, and finally, using a variety of teaching materials and to balance between reading-writing-speaking-listening.

However, in developing countries, TPD training is still facing difficulties and the progress varies between country to country. Certain countries-including the KSA- are inconsistent in their progress for various reasons such as low income, lack of reflective practice, weakness of supervisory support, poor school management and low encouragement for teachers to act as researchers alongside teaching.

3.10 Studies in the Middle East on EFL Teachers

The experiences of professional development of EFL and English-medium subject (EMS) teachers in both public and private schools in Cairo, Egypt, were the focus of the research undertaken by El-Fiki (2012). The author used a mixed method approach which included a questionnaire distributed among 174 teachers and detailed, semi-structured interviews with 59 participants, of which 36 were teachers, 15 were school heads, and 8 were professional development (PD) providers. The author also used field observation and review of related records and items. The study focused on three central issues: the way in which teachers perceived teaching practice transformations and improvements; what sources of change they considered they had access to; and how school heads and PD providers viewed the change prospects available to teachers.

Results revealed that, despite the context-related limitations imposed on their interpretation and application of communication strategies, teachers deemed that their practices were undergoing significant change. Furthermore, the available opportunities for professional learning had a direct impact on teaching. El-Fiki (2012) concluded that the nature of teacher interaction with other people in the environmental and societal sphere serves as the major catalyst which drove change in teaching practices.

Exploring how the problems confronting EFL teaching-learning in the context of Jordan could be solved, Alodwan (2012) addressed a novel paradigm of EFL teaching-learning. To help learners to become proficient in the four basic skills of English, the author employed a mixture of strategies. Based on the results obtained, the author proposed that practices, teachers and learners of English should all be taken into account to improve the EFL process in Jordan. At the same time, priority should also be accorded to the formulation of curriculum and methods conducive to the improvement of the four basic skills associated with EFL (Alodwan, 2012).

The poor learning outcomes in schools in Oman is a significant worry. However, besides improving outcomes, the policy goal is to achieve uniform distribution of satisfactory learning outcomes among genders, schools and regions. Comprehension of the Omani school system and teaching practices is significantly hindered by gender. A major reason why male students perform poorly is that teachers, and in particular male teachers, lack a solid professional identity and are not dedicated to teaching, which is perceived as a lowly career choice for Omani males. Even though improvement of practical instruction skills is more straightforward than consolidating identity and dedication, effective teaching and learning cannot be achieved solely on the basis of practical instruction skills (Al Shabibi & Silvennoinen, 2018).

The aim of a study carried out by Abdelhafez (2010) was to determine how experienced EFL teachers in Egypt defined professional practical knowledge and what knowledge sources were available to them. The correlation between the knowledge possessed by teachers and context-related factors involved in action was also given attention. Data collection was undertaken with the help of both quantitative and qualitative methods. Thus, a number of 236 experienced EFL teachers were surveyed through a questionnaire, while 14 of them were subsequently selected for semi-structured interviews and another three of them were chosen to take part in stimulated recall classroom observation. Six fundamental areas of teacher knowledge were outlined from the analysis of the collected quantitative and qualitative data, namely, subject matter, pedagogy, learners, classroom environment, curriculum, and self.

Abdelhafez (2010) also found that the professional practical knowledge of the teachers was dependent on various sources, such as experience, level of education, English study at university level, feedback from learners and other teachers, in-service training, counselling from experts, learner outcomes, and postgraduate study. Furthermore, the correlation between teacher knowledge and practice was observed to be underpinned by the fact that practice was based on the operative model constituted by teacher knowledge, on the one hand, and on the other hand, it had an influence on classroom decisions. However, some teacher knowledge was not applicable in practice, due to different context-related obstacles, including EFL exam policy, insufficient availability of time, resources and support, incompatibility between the aims of teachers and the expectations and requirements of learners, as well as the large number of learners within a class (Abdelhafez, 2010).

The criteria used to assess the performance of EFL teachers in Gaza and the perspectives of EFL teachers and their supervisors as to the degree of application of those criteria at the preparatory stage were investigated by Abu Mraheel (2004). The author also put forth a training program intended to enhance the performance of preparatory EFL teachers. In keeping with these

objectives, attention was paid to a series of aspects, including the part played by teachers in the classroom, the traits exhibited by good EFL teachers, the perceptions that teachers had about their tasks and duties, the requirements that teachers had with regard to various facets of their role, as well as command of language skills. An analytical descriptive approach was applied by the author, who relied on the existing studies on the topic to formulate the research tools. These tools included questionnaire survey for assessment of EFL teachers' capabilities, classroom observation sheet for evaluation of EFL teachers' performance, interviews with EFL supervisors, as well as informal interviews with EFL teachers (Abu Mraheel, 2004).

A panel with English teaching experience in Gaza assessed the tools in order to establish whether or not they were sufficiently clear and precise as well as relevant for the purpose of the study. The main finding of the study was that more effective training and support had to be offered to the teachers to make sure that they could perform their role with the utmost competency. In light of this, Abu Mraheel (2004) proposed a comprehensive appraisal of the educational situation and the development of a training program geared towards the enhancement of the performance of EFL teachers.

Mehwary (2005) focused on obstacles associated with English teaching within the English departments at different educational colleges at Aden University. From the total number of 359 students in the three education faculties, a study sample consisting of 40 male and female participants, of whom 22 were male and 18 were female, was selected. Data was collected with the help of a questionnaire that was constituted of six parts. According to the collected findings, the questionnaire results indicated that teaching methods and support from university supervisors were the main sources of problems faced by teachers and students; this was accounted for with reference to the pivotal role the participants placed in the process of teaching and learning (Mehwary, 2005).

The perspectives of educational supervisors in Gaza on the issues associated with English teaching at intermediate level and their impact on teaching performance were examined by Abu Riash (2011) on the basis of an analytical approach. The findings revealed that the amount of experience that the teachers possessed led to differences that were of statistical significance, teachers with an extensive amount of experience being best equipped to deal with problems arising during the process of instruction. What is more, the nature of the classroom environment was observed to produce differences of statistical significance as well, with a positive environment being more conducive to effective teaching and learning. Last but not least, the use versus lack of use of teaching supports also generated differences that were statistically significant (Abu Riash, 2011).

Finally, all the studies discussed above highlight various solutions to improving EFL teaching programs in Saudi Arabia, such as the provision of courses like ‘Introduction to Linguistics and EFL Syllabus Design’ (Alshuaifan, 2009), the training of teachers in information technology tools (e.g. the Internet, computer and online resources, audio-visual materials) and the use of such tools in classroom teaching to make learners more motivated (Al-Asmari, 2005; Urrahman & Alhaisoni, 2013; Liton, 2012). Furthermore, greater funds should be allocated to the development of computer and Internet infrastructure in Saudi schools, particularly as the Internet and IT resources were perceived favourably by both teachers and students, and therefore could contribute to enhancing EFL teaching-learning (Al-Asmari, 2005; Mishal & Al-Shammari, 2007; Al-Malihi, 2015). In addition, the previous studies which researched TPD training used questionnaires, interviews and observations.

However, most of these countries in the Middle East known as developing countries (which as addressed earlier) are still facing difficulties and, in these countries, the level of satisfaction of TPD training courses is not reaching a high standard (Abdelhafez, 2010; Alodwan, 2012). I believe the TPD training in the Middle East -including the KSA- require the need to find balance between knowledge and practice towards the content and materials of TPD training courses. This point is different compared to developed countries such as Japan or Finland, as students and teachers in their schools and universities focus on practical skills with equal value to knowledge. In contrast, the schools and universities in the Middle East are focused on knowledge and information more than skills. This is one of the biggest challenges for achieving more progress in TPD training.

3.11 Studies in Saudi Arabia on TPD

Saudi undergraduate students majoring in English and English teachers at Taif University were the focus of the research by Javid *et al.* (2012). The low proficiency requirements for accepting students imposed by the English departments in Saudi universities are proposed as the primary reason for the poor quality of EFL teachers. Upon graduation, university students are of lower quality due to these requirements. Therefore, this calls for in-depth assessments of the EFL teaching standards within Saudi educational institutions. The great significance of ongoing training for EFL teachers was underscored by the fact that the students of today were the teachers of tomorrow. Nevertheless, despite the discrepancies in the level of English proficiency of Saudi teachers, they were competent enough to teach at elementary level.

The challenges facing English teaching in Saudi public schools, according to teachers’ and supervisors’ perspectives, were explored by Elyas and Al-Grigri (2014) with the help of a mixed method approach to acquire quantitative and qualitative data via close-ended questionnaires and

open-ended interviews. The findings obtained indicated that, as far as English teachers and supervisors in Saudi public schools were concerned, the available development programs and in-service training were insufficient and lacked efficiency to provide required knowledge and skills, while students were poorly motivated, traditional teaching methods were used excessively and were favoured over teaching supports and innovative technology, school resources were deficient and language laboratories did not cope with the existing demand.

The case study of English teaching at Jeddah Community College (JCC) was used by Khan (2011a) to investigate the obstacles confronting English teaching/learning and management. The author observed that it was no easy task to teach English as a foreign language, an issue which was compounded by the fact that, by contrast to other developing countries, English teaching was not prioritised in Saudi school curricula. Furthermore, several factors were discerned to cause difficulties for English teachers and learners, among which were the lack of qualifications, the weakness of EFL training, an ignorance of feelings towards Arab culture, the complexity of language policy, contradictory pedagogical approaches to teaching English, and unclear evaluation methods. All of these elements were identified as the factors underpinning the challenges faced by teachers. On the other hand, discrepancies between previous and current teaching styles, teaching methods, workload, EFL emphasis, focused teaching, a rigid system of assessment, hard work, demotivation, and negative attitudes were the difficulties confronting learners of English. Based on the findings obtained, the author proposed that teachers should focus on self-development, while more opportunities should be made available by school administration to enable teachers to access online resources and to improve their instruction methods.

EFL teachers' perceived willingness to instruct Saudi students at elementary level, where English has only recently been made available, alongside teachers' primary needs that require consideration in training program development, was the focus of the study by Al-Mahili (2015). To this end, the author surveyed 114 male and female EFL teachers working in elementary schools in different regions of Saudi Arabia. According to the results, the majority of EFL teachers lacked sufficient pre-service or in-service training with emphasis on young learners and therefore were not appropriately equipped for instructing at elementary level. In spite of this, the teachers focused on integrating technology, methods and strategies as well as formulating materials and activities that were compatible with the needs of young learners. The author emphasised the urgency of improving teachers' professional development through a series of measures, such as allowing teachers greater learning autonomy and motivating them to take a proactive approach towards their development, addressing the problems highlighted by the teachers, such as having to teach multiple subjects or in different schools, permitting teachers to

take part in the development not only of training programs but also of school curricula for young learners, improving the school environment to stimulate teachers to be more creative in their teaching style and methods, as well as making both learners and their parents more motivated with regard to language learning.

The traits associated with an efficient English teacher have been scrutinised by Khan (2011a), alongside aspects like qualification, characteristics, roles, and professional ethics. The teaching/learning process for English teachers in the context of Saudi Arabia has received reasonable attention by the educators and experts in the Ministry of Education. The educational environment in general and the English classroom in particular were found to be shaped by a range of factors, including interference from the first language, the attitudes of the parents, the home environment, and schooling. The author reasoned that learners would benefit more if English teachers received pre-service training, and in cases where such training was absent, in-service programs of professional development should be made available to teachers to enable them to hone their teaching skills and efficiency.

It was further observed that significant emphasis is placed on the increasing use of English as a teaching tool in Saudi Arabia, in recognition of the status of English as an international language that dominates fields at the forefront of innovation – namely, social media, technology, and science. At the same time, however, teachers continue to play an essential role in the process of English teaching/learning. Saudi learners of English are still confronted with numerous difficulties and challenges, even though the authorities have made significant efforts to promote English teaching and improve proficiency all through the country. One potential way that has been proposed to contribute to the improvement of the system of English education in Saudi Arabia is provisioning English teachers with thorough training in the disciplines of educational philosophy, educational sociology, educational psychology and pedagogy.

Osailan (2009) investigated the question of how graduate study in the United States affects the English proficiency of Saudi EFL English language Teachers. A qualitative research approach was applied by the author to attain an insight into both the obstacles and opportunities they came across in learning English as a foreign language at home as well as abroad. The author also sought to obtain participants' views on how EFL instruction could be improved within the context of the Saudi educational system. The seven study participants included six male Saudi EFL graduate students and one visiting academic from Saudi Arabia who were all enrolled in the TESOL program at an American university in Western Pennsylvania, undertaking either master's or doctoral studies in the English department. After each participant was interviewed

individually, five of the seven participants were subsequently selected for a focus group interview.

The findings obtained had favourable ramifications for enhancement of EFL instruction within the Saudi educational system, particularly with regard to provisioning learners with the tools needed to study English at university level as well as to cope with situations that required use of English, such as living in countries in which English was the primary language (Osailan, 2009).

A further study, relating to the extent to which the Internet is used by Saudi teachers, was conducted by Al-Asmari (2005) in order to examine how and the extent to which EFL teachers at the Saudi Colleges of Technology made use of the Internet. Both quantitative and qualitative methods were applied by the author. EFL teachers in the four major technology colleges in Riyadh, Abha, Jeddah and Dammam numbered a total of 203 and they were all surveyed during the academic year 2004-2005. Subsequently, 15 teachers selected randomly were interviewed over the phone.

According to the results, the Internet was primarily used by the EFL teachers not for instructional reasons but for personal ones, with e-mail and World Wide Web being the preponderant Internet services employed. The results also indicated that the motive why teachers did not make great use of the Internet in the context of instruction was not that they perceived it negatively, but that they had insufficient access to and inadequate knowledge of it. Therefore, the author suggested that better and more extensive Internet training should be offered to EFL teachers to expand Internet usage. Furthermore, he argued that in-service training needed to be prioritised and geared towards the use of the Internet to support teaching and learning. Additional measures proposed to make EFL teachers perceive Internet usage for instructional purposes more favourably included allocation of more funds to the development of computer infrastructure in Saudi colleges of technology as well as towards the update of Internet access and services, and provision of adequate information to both teachers and students about the extent to which the materials accessible through the Internet were culturally appropriate (Al-Asmari, 2005).

Saudi EFL teachers' attitudes and motivation regarding teaching experience were the focus of the study undertaken by Hastings (2012). Hastings investigated eleven English teachers, of which eight were men and three were women. The participants were deliberately selected based on their location and several common traits. They were within the age range mid-20s to late 50s and worked in different academic institutions, both public and private. Furthermore, their number of years of teaching experience varied between 3 and 30 years and they had been located in Saudi Arabia for between half a year and more than 20 years.

The main study findings demonstrated that the major motivating factor for some teachers to work in Saudi Arabia were largely connected to monetary considerations. However, many also arrived with a desire to acquire proficiency in Arabic. Furthermore, they did not immerse themselves in the local culture as much as they wanted due to social distance and admitted being poorly satisfied with and dedicated to their job. Aside from shedding new light on the motivation of L2 teachers, such findings invite additional exploration of the perceptions and experiences of foreign EFL teachers in Saudi Arabia (Hastings, 2012).

Alshuaifan (2009) investigated the manner in which the primary elements of the ESL/EFL teacher training program, and the main aims and structure of EFL teaching in public educational institutions were perceived by ESL/EFL faculty members and practitioners in public schools for girls in the Saudi city of Hail. A number of 96 participants, of which 83 were EFL/ESL practitioners and 13 ESL/EFL faculty members, working at different educational levels, from elementary to university level, were the focus of a survey conducted by the author. Most participants were EFL practitioners working in public schools and possessing over five years of experience. The survey findings pointed to considerable discrepancies among participants associated with courses such as Introduction of Linguistics and EFL Syllabus Design. Participants also differed in terms of how aware they were of the diverse cultural backgrounds of EFL learners, EFL faculty members being much more open in this regard compared to EFL practitioners. Moreover, the perceptions of EFL practitioners and faculty members were incongruous on the topic of the main objectives of EFL teaching in public schools as well.

Another relevant study is that by Alfahadi (2012), which relates to teacher perceptions associated with the question of how culture is portrayed in textbooks. Saudi EFL teachers' perspectives are shaped by social notions, as described in Alfahadi (2012) showed that the lack of compatibility between the cultural content of textbooks and the cultural values of Saudi Arabia was a source of major dissatisfaction among Saudi EFL teachers. They called for urgent amendment of this issue. Furthermore, participants highlighted that educational and social restrictions were being imposed on their decision-making with respect to the practices employed in the classroom. In light of such findings, Alfahadi (2012) reasoned that both the cultural content of EFL textbooks and the power of teachers to make decisions about classroom practices and textbook content should be re-evaluated. Moreover, the author put forth a model of suitable EFL textbooks for different levels of education, which could be used not only within Saudi Arabia, but also anywhere else in the world where comparable issues arose (Alfahadi, 2012).

Three key aspects associated with English teaching in Saudi Arabia were addressed by Urrahman and Alhaisoni (2013): the current situation of education and English Language Teaching (ELT)

in Saudi Arabia; the different challenges related to English instruction; and potential solutions to those challenges. The authors proposed that policymakers, syllabus designers, textbook writers, and teachers and students should all collaborate on the development of an ELT program to ensure its success and efficiency. In line with this, the authors suggested that educational policy, analysis of needs, syllabus design, and textbook assessment should be addressed in greater detail. On the other hand, a poorly designed language program will not accomplish its established goals, causing both teachers and students to feel dissatisfied and thus producing poor learning outcomes. Another aspect identified by Urrahman and Alhaisoni (2013) to demand close consideration was adequate usage of technology. The integration of educational technology in the classroom was deemed to be essential for learners' ability to communicate in English. Technology tools such as tape recorders, CDs and videos could contribute to the development of listening, speaking and drilling skills, thus helping learners to become more proficient in English.

In a 2001 study, Khankar sought to determine the main issues associated with the curriculum for first secondary grade English teaching in girls' schools in the Saudi city of Taif. To this end, a number of 103 English teachers in Taif were surveyed to gain information about such curriculum-related aspects such as educational aims, content, teaching strategies, calendar, libraries and other facilities, activities, teaching materials, and equipment. The acquired data was subjected to statistical analysis. Findings revealed that the main shortcomings of the curriculum included lack of emphasis on cultural facets which made use of English outside the classroom difficult, insufficient topics of interest, incompatibility between content length and course duration, lack of promotion of independent learning, and deficiency of teaching supports.

To conclude, an outcome of the teaching standards of the Saudi EFL School and the low requirements of English proficiency that English departments in Saudi universities impose for prospective students have been identified by Javid, Farooq and Gulzar (2012) as the leading determinant of the poor quality of EFL. Furthermore, EFL teachers in the KSA are lacking the usage of practical skills, this is one of the greatest challenges in the Saudi educational system, it is not just among English teachers.

As addressed above, several studies showed that TPD training in the KSA is still insufficient and lacked efficiency, while students and teachers were poorly motivated. Additionally, traditional teaching methods and difficulties in using technology as a school resource impact the development of learning the English language. It is noticeable from the previous studies which were conducted in the KSA, teachers suffer from burning out as they cannot develop their skills to teach their students.

Furthermore, with regard to the teaching of young learners, the majority of EFL teachers were found to be inadequately prepared as fewer than half of them had been provided pre-service and in-service training. The other point which can cause huge problems in improving the performance of teachers and their students is when English teachers or lecturers in schools or university used lots of Arabic language to deliver the lessons. TPD training cannot be successful without solving this problem as it pulls back any improvement in the teaching skills.

The sociocultural factors associated with the Saudi context must be taken into account in EFL teaching-learning to make sure that this process does not transgress the history, traditions or culture of Islam. The lack of compatibility between the cultural content of textbooks and the cultural values of Saudi Arabia was a source of major dissatisfaction among Saudi EFL teachers. They called for urgent amendment of this issue, to ensure that the textbooks incorporate a range of cultures that are consonant with the local values and customs. Therefore, educational and social factors pertaining to both EFL teachers and students need to be borne in mind when designing textbooks.

3.12The Difficulties Facing TPD in Saudi Arabia

In Saudi Arabia and other Arab countries, being a schoolteacher is considered as the most acceptable career choice for women. Therefore, the high proportion of female teachers is not surprising (Al-Qasimi, 1998; Al-Kaabi, 2005). In the case of Saudi Arabia, factors like large classrooms and the absence of standards for development also have a negative effect on the professional growth of teachers (MoE, 2004). As proposed by Day and Sachs (2004), teacher development is important not only for fostering change in the education system, but also for motivating individual teachers to expand their theoretical and practical knowledge. Furthermore, in a study of teacher participation in activities for professional development, Alhajeri (2004) reported that, in numerous cases, the complications related to covering teacher absences meant that school management was unsupportive of teachers attending professional development workshops. This underlines the fact that professional development cannot be accomplished without cooperation, the sharing of knowledge and experience, and active learning. Ongoing professional development is not possible within the present education system in Saudi Arabia, and this is primarily due to the focus on short- rather than long-term courses; furthermore, it can be attributed to the top-down strategy that is incompatible with teachers' experiences of professional development (Peckover *et al.*, 2006).

Algameedi (2001) drew attention to the considerable challenges faced by the Saudi MoE in finding teachers with appropriate qualifications for available teaching positions. This situation is aggravated by the fact that, as observed by Washah (2004), teaching is no longer viewed as a

viable career choice. Indeed, college students now have access to a wider range of career options that promise well-paid positions and agreeable working conditions.

The professional development of Saudi teachers is impeded by several other challenges. Due to the increasing number of students, it has been necessary to establish new schools and, by extension, new teaching positions (Alhameed, 2005). Since these positions had to be filled immediately, teachers' professional development or qualifications were given little consideration. During the period 1926-2010, though initially limited, the number of schools for boys and girls massively increased to over 15,291 and 17,695 respectively. What is more, given that the estimates indicated the number of students would exceed 9,746,579 by 2012, it was forecasted that there would be an even greater necessity for teachers in the following five years. To balance the number of retiring teachers, the number of teachers needed to fill vacant positions in the following five years was anticipated to be approximately 75,000 (MoE, 2012).

The scarcity of teachers in Saudi Arabia can be partially attributed to the increasing unattractiveness of teaching as a career choice. Studies have reported that more and more college students give teaching a wide berth while those that do choose teaching tend to change their minds shortly afterwards. Examining how teaching was perceived by both male and female students at Teacher Colleges and Colleges of Education, Alazoz (1983) discovered that 41% of teachers considered opting for a different career choice. Furthermore, the research showed that teaching was generally perceived in a negative way.

In Saudi Arabia, professional development programs are identical throughout the country. The program timetable and related information are distributed to all school principals, who can then decide whether or not to approve teachers' participation. Numerous researchers, including Almasodi (2004) and Washah (2004), have investigated the obstacles that Saudi teachers are confronted with, such as the scarcity of teachers with adequate qualifications, the negative perceptions of students towards teaching, the exclusion of teachers from decision-making processes, the lack of classroom participation, and poorly devised training programs.

In 2007, in an effort to change the negative perceptions surrounding the teaching profession, the Saudi MoE introduced a new scheme intended to improve the social standing of teachers. The purpose of the scheme was to dissuade teachers from leaving the profession and to provide rewards to senior or retired teachers. In this way, the scheme was geared towards creating a more favourable image of teaching and, thereby, defeating the widespread perception that it was a "profession of trouble". An additional aspect with negative implications for the teaching profession in Saudi Arabia is the fact that no scheme has been implemented at a national level in such a way so as to convince in-service teachers to leave the profession. Not only has no

adequate support and retention framework been implemented (Almasodi, 2004), but also there is a lack of induction or mentoring schemes.

In order to identify the needs and requirements of teachers and thus, by satisfying them, to improve teaching performance, Suliman (2006) proposed that comprehensive teaching standards should be formulated. Similarly, Hidia (2005) argued that, in order to improve the quality of education in Arab countries, it would be necessary to implement not only the standards and approaches for the achievement of educational success, but also the measures to diminish non-compliance with those standards. At the same time, training programs should be provided to enhance the capabilities of teachers in accordance with their qualification level (MoE, 1995).

To conclude, it seems teachers in general and teachers who teach English as a second language are still facing difficulties in the KSA. The main causes of these challenges are weakness of trainers, poor resources to support teachers in the classroom and a lack of support from school management and the Ministry of Education. Schools and the Ministry of Education focus on a short-term plan rather than a long-term plan for trying to improve the learning and teaching process for learning English. There is an increase in the number of students and at the same time there is a constant decrease in the number of qualified English teachers, lack of supervision and a lack of follow up system. It appears a shame for a rich country to face all of these difficulties in learning and teaching despite the Ministry of Education in the KSA allocating a big budget to support and improve the education. However, it does determine if these funds are used in an appropriate way to improve the quality of teaching and learning. Through the current research, I hope to gather a further understanding of the strengths and weaknesses of teaching English as a second language.

Chapter (4)

Theoretical Framework

As emphasised by Anfara and Mertz (2006), a theoretical framework must exist to assist researchers in undertaking research analysis. In the present study, my purpose as the researcher is to assess how effective in-service TPD is for female EFL teachers working in intermediate and secondary institutions of education in Saudi Arabia. In conformance with the research aim, the framework discussed in the current chapter focuses on TPD theoretical and empirical research associated with three major aspects, namely, the professional development of teachers in developed and developing countries with particular emphasis on the Kingdom of Saudi Arabia (KSA), investigation of existing theories and the selection of one theory appropriate for the current research, and case studies of TPD strategies and models. The focus on these specific areas can provide good understanding between the current TPD training in Saudi Arabia and the theoretical context.

4.1 Social Theories in learning/teaching

The perspectives and perceptions of individuals are influenced by their experiences. Social theories investigate these experiences through the prism of social culture. In the following part, several such theories are discussed and the one most relevant to the context of this research will be applied.

4.1.1 Eco-systemic development theory

The theory of eco-systemic development maintains that integrative relationships exist between individuals and everything that is of significance in their lives, especially other people. As explained by Bronfenbrenner (1979), the ecological model focuses on how the interaction between individual and environment evolves. Ecological transformations are significant for development because they are accompanied by changes in the roles fulfilled by an individual as well as in expectations regarding the behaviour attached to specific social positions. This affects both the individual in the process of development as well as the other people with whom he/she has contact with. Furthermore, human development is defined by Bronfenbrenner (1979) as a process whereby an individual expands his/her ecological environment by participating in activities that enrich that environment in terms of form and content.

According to Bronfenbrenner (1979), the ecology of human development has biological, psychological and social underpinnings, which all have an influence on how an individual evolves in society. Moreover, the whole spectrum of activities, roles and human interactions that a developing individual engages in under specific circumstances forms a micro-system with singular physical and material features.

Bronfenbrenner (1979) further argues that the living conditions of young students, which have a bearing on their behaviour, must be given consideration when developing educational programs and policies in order for these to be successful. In addition, teachers also could require an awareness of the living circumstances of their students so that they could tailor teaching approaches and materials more effectively.

Individuals experience environmental changes their entire life. Every change gives rise to “transitions” which alter individuals’ rapport with other people, their perception of themselves as well as their sense of social duty. For instance, the initial experience of classroom teaching of a teacher of English will be different from subsequent experiences. Furthermore, relational changes also take place depending on the position (e.g. instructor, researcher, reflector and mediator) from which the teacher interacts with others (e.g. head teachers, supervisors, parents, educational authorities, policy-makers, and social culture) in a school environment as well as in the broader society. It is also important to note that the psychological transitions associated with social changes require careful attention as well.

Several authors suggest that, to successfully instruct their students, teachers must be aware of how students’ academic performance is affected by the knowledge, practices and language socialisation patterns they are exposed to within their familial and social environments (Moll & Greenberg, 1988; Heath, 1983); teachers must also take these aspects into account when they encourage students to engage in class and interact with others (Juvonan & Wentzel, 1996) as well as when they come into contact with the students’ families (Bronfenbrenner, 1986).

I think the TDP training for EFL teachers in the KSA can benefit from understanding the eco-systemic development theory and its application in the process of learning and teaching. It is important to acknowledge the relationship between teachers and students within their schools and their wider community. Their wider community being parents, culture, and teacher’s supervisors from the ministry of education. However, researchers sometimes cannot fully apply the implication of this theory in order to link participants and their environment or they can apply some levels of this theory based on the circumstances of the research. In the light of this understanding, the current researcher aimed to apply some layers of the relationship between teachers and their environment through three angles: teachers, head teachers, and supervisors.

4.1.2 Constructivism

As defined by Vygotsky (1978), the theory of constructivism maintains that people draw on their personal and social experiences to generate knowledge. In a learning and teaching context, this theory applies to student-centred teaching, in which the process of learning is mediated by the teacher (Wepner and Ziomek, 2003). Aside from Vygotsky, Tolman, Gestalt and Piaget are also

leading proponents of constructivism. This theory is geared towards shedding light on a number of important aspects, including individual cognitive, learning and memory processes, problem-solving capabilities and creativity, as well as individual perceptions and interpretations of their environmental experiences (Ormrod, 1990).

The main argument of constructivism is that learning occurs when learners participate in the production of their own knowledge (Mayer, 2004). As emphasised by Perkins and Unger (1999), knowledge forms when learners have acquired an in-depth understanding. To put it differently, it is self-motivation that drives learners to acquire knowledge and not the instructions provided by teachers. A particular interest of constructivists is the independent determination and pursuit of learning objectives by the learners. With regard to TPD, mentors must prioritise the learning of teachers over specific learning goals that they may have established (Driscoll, 2005).

What is more, for learning to be meaningful, constructivism argues that it is essential for learners to produce their own knowledge on the basis of correlations between existing ideas and concepts (Dewey, 1924). Learners should be able to engage their cognitive processes for selection and modification of information, formulation of assumptions, and decision-making. It is also worth noting that constructivism is relevant to efficient use of learner-based activities. Teachers and mentors should employ close observation and thorough documentation to provide learners with tailor-made support and promote their ongoing learning process (Hmelo-Silver *et al.*, 2007).

Interactions between teachers and learning communities enrich the knowledge and perspectives of teachers, as they promote the development of cognitive processes (Driscoll, 2005). The application of a teaching approach adopted from other teachers or from mentors also promotes TPD. According to Driscoll (2005), the achievement of the objectives of constructivist instruction requires learning instructions that integrate problem-solving, reasoning, critical thinking, as well as active and reflective knowledge usage. The following constructivist learning conditions have been proposed by Driscoll: a) Integration of social negotiation in the learning process; b) Encouragement of different views and representation modes; c) Creation of realistic, intricate and pertinent environments for learning; d) Promotion of ownership in learning; e) Promotion of self-awareness regarding the process of knowledge accumulation.

The links between relationships have been identified in social constructivism as the source of the higher functions of learning (Vygotsky, 1978). By interacting with other teachers, participant teachers can improve their social development, which is helpful in establishing better relationships with students, parents and school staff.

Alongside social constructivism, social constructionism is also a prominent learning-based social theory (Dougiamas & Taylor, 2002). The two theories are similar in terms of their perspectives on reality and their philosophical perceptions regarding human production of knowledge and meaning (Gergen, 1994; Burr, 2003). In addition, as Burr (2003) specified, when they refer to different approaches to knowledge creation, social constructivism and social constructionism can be employed interchangeably via social interaction.

Social constructionism was interpreted by O'Dowd (2009) as maintaining that knowledge arises from interaction and social process. The author further argued that human interaction and communication should not be subject to any restrictions or rules and denounced constructionists for describing social reality on the basis of interactions between people.

Four main assumptions of social constructionism have been distinguished by Burr (2003) and require close consideration with regard to the premises established in this study. These four assumptions are cultural and historical specificity, critical stance towards knowledge, integration of knowledge and social action, and knowledge expansion based on social processes. Burr also observed that social interaction is shaped by cultural and historical dimensions, and consequently, the impact of place and time demands a detailed understanding.

By contrast to objectivism and subjectivism, social constructionism posits that reality is a social construct and is not incongruous with the socio-cultural sphere (Mertens, 1998). At a micro-social level, human relationships are placed by social constructionism at the centre of interaction, with no need for a psychological interpretation (Gergen, 1994). Furthermore, meaning in social constructionism is constantly transformed as people and cultures interact (Berger and Luckmann, 1991; Gergen, 1994).

According to Lincoln and Guba (2000), constructivism was introduced in the educational and social fields as an alternate choice to positivism, the two theories being associated with different epistemological and ontological dimensions. Lincoln and Guba (2000) further noted that constructivism is concerned with realities that are specific and locally developed. Along similar lines, Lesh and Doerr (2003) differentiated between social and radical constructivists, the former considering that knowledge is internalised after it is generated externally, while the latter deem that knowledge is externalised after it is generated internally.

Crotty (2003) observed that social constructionism and social constructivism are two distinct concepts as they are respectively concerned with extracting meaning from human activities and with dissemination and collective creation of meaning. Therefore, it can be said that the extent to which knowledge production is controlled by individuals is what differentiates social constructionism and social constructivism (Burr, 2003).

Constructivism theory is to be considered useful during the learning and teaching process as this theory can generate a link between personal and social context for the learners and teachers. This point is vital in discovering and understanding the influence of the TPD training for teachers and its relationship to students and their social context as the KSA is considered a conservative society. Also, paying attention to the motivation of students and teachers is essential in making the TPD training successful during preparation of the content of materials and the process of delivery. It is important for teachers to understand there is an influence from social and cultural issues on female teachers and students learning English as a western Language. Also, it is important to understand how parents and society will deal with this phenomenon. The current researcher was aiming to study students' parents and their influence on the learning and teaching of English, but because of the limitation of time, the current researcher could not cover this point.

4.1.3 Language and culture

Language is a tool that permits people to interact and communicate with one another, both influencing and being influenced by the surrounding environment. Thus, language underpins people's social lives and therefore it is inextricably linked with culture in the context of communication (Kramsch, 1998). A large number of studies have addressed this correlation between language and culture (Hall, 2003).

As argued by Kramsch (1998), foreign language learners must seek to gain an understanding of the culture associated with the target language in order to be able to communicate in that language. The author further noted that meanings are generated from the manner in which the spoken, written or visual medium is used by individuals and these meanings are comprehended by other group members based on voice tone, accent, communication style, and body language. Thus, it can be affirmed that language is the embodiment of cultural reality in the totality of its verbal and non-verbal dimensions.

Such arguments are legitimate to a certain degree. For example, in Saudi Arabia, there are variations in the Arabic language among different groups of people. Individuals can thus ascertain the group which the speaker belongs to based on manner of speaking, tone of voice, intonation and annotations. These elements also indicate whether an individual is from the south or north of the country, from Najd or from Hejaz. Furthermore, there are also language differences within the same group, as people from the same group may speak differently depending on the region of the country in which they live. Hence, the same language can have different dialects, depending on geographical factors.

Another widespread assumption is that the interpretation of the meanings of a specific language demands a parallel study of the culture with which those meanings are associated. According to

Steffensen, Joav-dev and Anderson (1979), the teaching of culture alongside language may facilitate the learning process for the language students, particularly as a syntax-based teaching of language is quite difficult to grasp. Likewise, Gatbonton and Tucker (1971) observed that the teaching of language outside cultural context may present learners with significant challenges in understanding the meanings of the language. As such, it can be argued that language and culture are closely interconnected and should be taught together in order to promote language learning and understanding.

It seems essential to consider the culture and social context as an important factor in any of the processes of learning and teaching in any foreign language, such as English. The language has a unique link and interaction between people and their culture and society. This aspect needs to be acknowledged and considered carefully in developing the TPD programme. The learning and teaching of the English language cannot be successful when the culture of learners and teachers is not fully taken into account. In particular, in places like Saudi Arabia, a gap can be noticed between the Islamic culture and social norms for Saudi and Arab teachers and their learners when they approach learning or teaching English as a western language, which has big diversity with the Arabic language and its culture. Thus, TPD training courses should address and deal with this gap of the two different languages and cultures.

4.2 TPD approaches and models

Processes of professional development are shaped by the different traits of the teachers and of everyone they come into contact with in a work context (Guskey, 2003). Therefore, no standard approach for successful TPD that uniformly applies to all teachers exists. Nevertheless, studies on various approaches have highlighted a number of features associated with effective TPD (Guskey, 2003). Ultimately, the success of professional development programs depends on how well they are tailored to the requirements of individual teachers under specific circumstances (Guskey, 1995).

The effect of a comprehensive TPD program can be consolidated by a range of factors:

a) Self-assessment guidelines for helping teachers to improve continuously should be integrated in TPD programs (Guskey, 2003); b) Teacher learning is promoted by collaboration with other teachers from the same school and from different ones as well as by acquisition of new knowledge from external researchers and program creators (King & Newmann, 2000); c) There is evidence that the importance accorded to subject matter content during professional development processes has a bearing on the skills and level of understanding possessed by teachers (Birman *et al.*, 2000); d) It is crucial for professional development to be an ongoing rather than an intermittent process, while follow-up and support for further learning should occur

regularly as well (Association for Supervision and Curriculum Development, 2003); e) The experiences included in professional development should be based on the most relevant and accurate research evidence and should be compatible not only with the objectives of the teachers, but also with standards, evaluation procedures and reform initiatives (Guskey, 2003); f) Professional development experiences should not be designed for the short-term but for the long-term and permit active interaction with the subject matter, numerous opportunities for learning and the creation of relationships that are related to the day-to-day activities of the teachers (Birman *et al.*, 2000); g) To enable both individual teachers and their affiliated institutions to improve, professional development should cater to the requirements and interests of the teachers. Moreover, teachers are more likely to find professional development of relevance if they have control over its content and procedures (King & Newmann, 2000); h) Professional development should occur in a school context and be an integral part of the daily activities of the teachers; Professional development should take into account implications for student performance (Guskey, 2003); i) Professional development should prioritise active learning to stimulate ongoing study and reflection, which in turn can motivate teachers to improve professionally by participating in meaningful discourse, planning and practice (Birman *et al.*, 2000).

4.2.1 Holistic approach to learning and teaching interaction (HALTI)

It has taken almost a decade of reflective teaching practice for the holistic approach to learning and teaching interaction (HALTI) to come into being. The development of critical learners who have the confidence to take action independently in real-life settings is the main concern of this strategy. It comprises five interconnected teaching-related dimensions, namely, knowledge, self, professional and personal development, discipline, and learning and teaching. By fostering dynamic teacher-student interactions, these dimensions afford learners the sense that they are experiencing knowledge first-hand.

The descriptor and operator components of every dimension indicate what it consists of and how it can be applied in teaching practice. The implementation of the dimensions requires an awareness of the significance of social context in teacher-learner interaction. It must be noted that the dimensions of HALTI are not organised in an ascending order of importance, with advancement from one dimension to the other; instead, HALTI is an integral strategy and its dimensions are closely linked in the social activities of teaching and learning (Pate, 2003).

Helping learners to develop critical thinking skills is the major aim of the HALTI. In this context, learning and teaching interaction constitutes the social setting where an experienced teacher imparts specific subject-matter knowledge to the learners attempting to improve themselves with the purpose of enhancing learners' quality of life and helping them to become critical thinkers.

Thus, the HALTI is geared towards the development of critical and independent learners who have the confidence to act both in professional and social circumstances.

The holistic teacher is responsible for formulating tactics that allow learners to act independently. To this end, the teacher actively participates in the learners' experiences. The HALTI was created by Pate (2003) for the purpose of reflective teaching practice within the information systems and computing field in three institutions of higher education. The approach is intended to transform learning into a self-improvement process, with emphasis on the self and social nature of learning and teaching as well as on the individual requirements of the learners. In higher education, there is growing awareness about the need to enhance the quality of teaching and learning. As previously mentioned, in the HALTI, the teacher is an active participant in learners' experiences and as a result the research and practice are both phenomenographic (Prosser & Trigwell, 1999).

Criticality, confidence and independence are the three main characteristics of critical learners in the HALTI. Critical thinking was defined by Paul and Elder (2001) as a way of thinking that involves the thinker assuming control of thinking-related structures and subjecting them to intellectual standards with the aim of improving his/her thinking capability. The HALTI considers the critical learner as someone who sooner or later must take action in real-life circumstances. To be able to do this, individuals have to possess critical faculties that allow them to engage the knowledge acquired to make decisions regarding potential actions. In this respect, one important duty of the holistic teacher is to stimulate independent thinking to make sure that the learners are confident enough to take action. Independence demands critical learners to assume accountability for their actions. To achieve independence, critical learners must have confidence and the development of confidence requires an ability to challenge established norms.

The following part addresses the five dimensions of the HALTI that are intended not only to supply critical learners with the motivation they need to develop criticality, confidence and independence, but also to make them aware of how valuable education and knowledge are to their professional and personal lives (Pate, 2003).

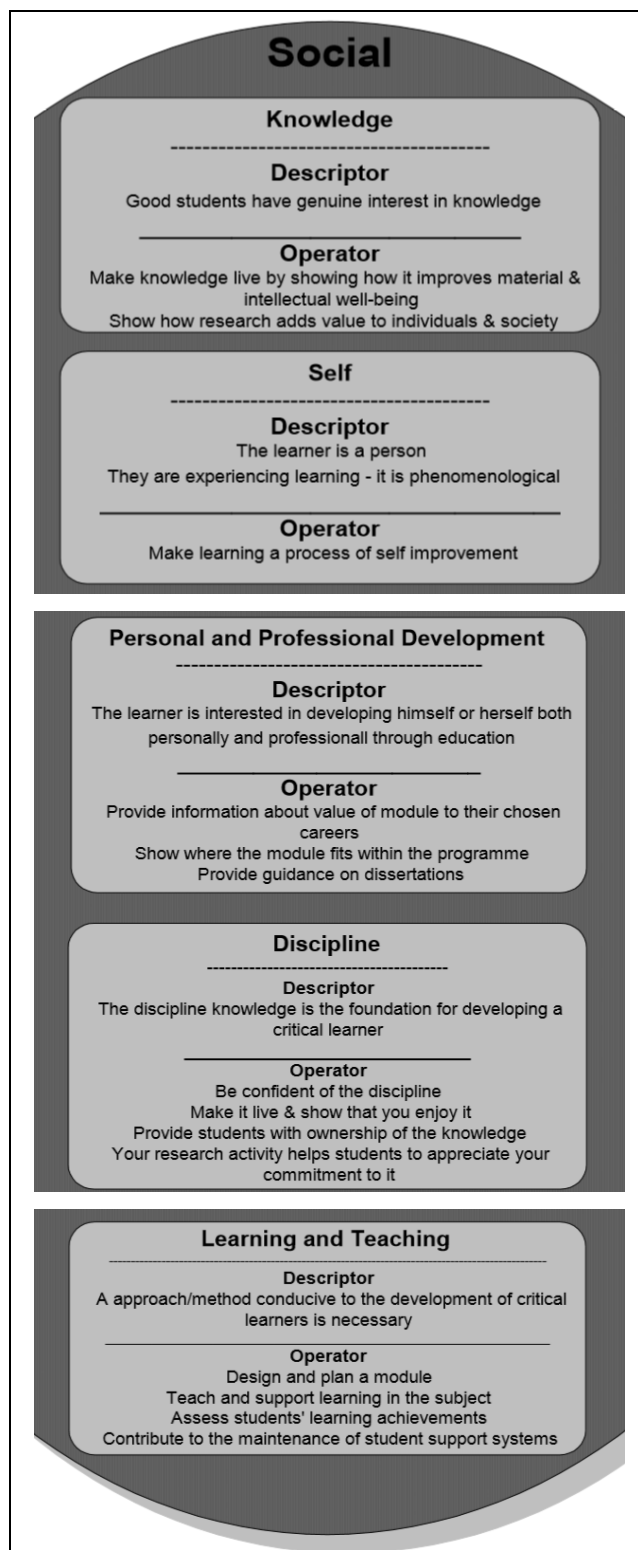


Figure 3.1: Illustration showing the elements of HALTI (Pate, 2003)

a) Knowledge

The inherent assumption is that knowledge creation has great importance for critical learners as they are directly influenced by it. Experience can enable students to get high marks and also to gain knowledge, which assists them not only in the learning process but also in their daily lives. Therefore, the holistic teacher should draw critical learners' attention to the aspects of epistemology associated with the subject-matter knowledge.

b) Self

The requirements of the self are attributed great significance in the holistic approach, as the self is considered to constitute the core of critical learners. In the case of young students with ages between eighteen and twenty-one, subject-matter learning is inextricably linked with familiarisation with themselves and the surrounding environment. The pursuit of vocational or intellectual self-improvement is the main reason why the majority of learners are interested in knowledge. In the holistic approach, consideration for the self and its necessities has a direct bearing on the development of emotional intelligence.

c) Personal and professional development

It is necessary for the holistic teacher to prove to learners that the subject matters that they are taught are relevant to their personal and professional development. In addition, the holistic teachers must also prove that a subject matter is relevant to society as a whole to justify its inclusion in a degree program. The extent to which degree programs promote professional development, particularly at postgraduate level, should be closely evaluated by designated assessors.

d) Discipline

In order to develop learners' critical thinking ability, the holistic teacher must have a comprehensive and in-depth knowledge of the subject matter that he/she teaches. Learners will be insufficiently motivated if the teacher has poor knowledge of the discipline, but at the same time, learners will disengage from interaction if the teacher has good knowledge, yet he/she is arrogant and impatient. Thus, it is necessary for the teacher to establish a balance so that the interaction is centred on the learners. The holistic teacher should present the subject matter in a dynamic way and demonstrate to the learners that he/she is dedicated to the discipline. Engaging the professional, self and knowledge dimensions, on the one hand, and teaching tools, on the other, are all essential in making knowledge of the discipline more dynamic and provide learners active stimulation. Examples of teaching tools are provided in the following part.

e) Learning and teaching

Teacher-learner interaction represents the foundation of teaching and learning processes and has broader implications compared to other, more straightforward teaching supports. The holistic approach is one example of such interaction. As discussed in previous sections, the holistic approach was created with the dual intention to develop learners' criticality, independence and confidence as well as to spread knowledge related to particular subject matters. Pedagogy as a whole has benefitted significantly from the holistic approach, and for this reason the author of the present study has decided to apply it in practice. In the following part, a discussion based on

examples from experience is extended as to how holistic teachers can enforce the five dimensions of the approach to promote learners' critical thinking skills.

The holistic approach is not only effective in attracting and maintaining learners' attention during lectures, seminars and tutorials, but it also promotes positive teacher-learner interaction (Pate, 2003). Given how problematic the matters of student retention and progression are, an approach that can rouse learners' interest and improve attendance is evidently beneficial. Learners tend to reduce their attendance if they find knowledge, self and personal development to be lacking. However, student withdrawal cannot be prevented simply by comprehensive subject-matter knowledge and high-quality teaching supports; to ensure an authentic learning experience relevant to self-development, teachers must make each learner feel that they are the focus of interaction.

Despite its apparent advantages, the holistic approach needs to be explored further. Although it has been so far successfully applied only to individual practitioners, the holistic approach provides a promising option for the formulation of standard principles to improve teaching practice with the purpose of honing the critical thinking skills of university students. Individuals with critical thinking are much sought-after by present-day organisations and therefore they require a 'personal epistemology'. Hence, the phenomenographic research will be founded on the dimensions of knowledge and self.

4.2.2 Social constructivist model

In a pedagogical context, social constructivism translates as learning focused on the student and guided by the teacher. In developed countries, the reciprocal teaching of reading in the US and UK is one example of this approach. In developing countries, this approach takes the form of small-group, pair and whole class interactive activities, and comprehensive discourse (Westbrook *et al.*, 2013). Theories of social context and constructivism constitute the foundation of the social constructivist teaching model. The underlying premise of this model is that, rather than being information incorporated by the learners, knowledge generation is a dynamic process that involves the learners making sense of content produced individually as well as content reproduced with the consent of the original creator (Jonassen *et al.*, 1999; Maddux, 2001).

There are two sources of social context. The first one is situated learning theory, since learning and social practice are closely interconnected (Lave & Wenger, 1991). The second source is context theories, as learning experiences are influenced by a specific context underpinned by social, physical and political factors (Tessmer & Richey, 1997). Schlager, Fusco and Schank (2002) advised that the creation of a professional practice community should draw on the results of the professional development programs that have had the best impact on educational reform.

At the most constructive end of the range, social constructivism considers that knowledge is a learner collaborative process based on a social framework (Jonassen *et al*, 1999; Tessmer & Richey, 1997), whilst at the most authoritarian end of the range, social constructivism presumes that learners undertake activities in an environment that is highly structured.

4.2.3 Adopted Integrative Model

In the current research, the adopted framework will be based on a range of models in order to review and evaluate the effectiveness of TPD training courses in the KSA. The adopted integrative model can cover the following components:

1)Humanistic

Linguists should accept a humanistic component within the learning and teaching process (Stevick, 1980). I think this is crucial point to be considered when teachers and learners approach any language.

2)Sociocultural

For the learning and teaching of a second language, it is good to consider the link between language and thought (Vygotsky, 1978). Learning language is not just gaining information, vocabulary and communication, it is wider than these issues. Thus, language should be considered as a transformative activity and a method of social interaction among people (DiPietro,1987; Negueruela-Azarola and García, 2016).

3)Training

It is a common model to provide teachers with the appropriate training to gain updated knowledge and skills in order to master their competence (Kennedy, 2005). TPD training courses should be constant in person and online, this can provide good support to teachers and allow them to continue to improve their performance.

4)The award-bearing system

Reinforcement in learning and teaching is essential to achieving effective outcomes (Kennedy, 2005). I believe the TPD training courses lack professional support and encouragement, as teachers might receive critique and blame more than awards or encouragement.

5)The deficit

TPD or CPD training courses should be developed to fulfil the deficit needs of the learners and teachers in order to effectively solve the problems and difficulties which teachers are facing during their teaching in the classroom (Kennedy, 2005). However, I noticed in some schools in the KSA, TPD training courses are delivered as a routine practice which are compulsory for teachers to join. This is without including teachers in the planning and design team of producing adequate TPD training courses which meet the needs of teachers.

6)The Cascade

The Cascade model is widely used when there are limited resources and a high demand for providing certain activities among teachers. The cascade model selected a core group of teachers for training and then asked them to circulate these activities to others (Kennedy, 2005). The cascade model is a good method to be used beside other models, the combination of models can strengthen each other.

7)The mentoring/coaching

The mentoring and coaching model can provide one -to-one confidential partnership between two teachers, this close relationship between teachers is important to increase the progress and impact of practicing what has been learned from TPD training courses (Kennedy, 2005). However, the mentoring and coaching systems are not commonly used among teachers in the KSA because teachers are not encouraged or followed up to practice in this way.

8)The community practice

Groups of more than two teachers meet regularly to discuss, share and practice teaching methods in groups. However, the confidentiality is not highly considered within this model (Kennedy, 2005). It is important to set up mentoring/coaching in addition to community practice among teachers in order to provide them space to enrich their knowledge and skills.

9)The Online practice

It is useful to freely offer teachers a safe and secure platform online such as a forum for social and professional contact with advice of using the English language.

10)The action research practice

The action research practice is more useful when teachers themselves understand and notice the problems during their teaching performance, subsequently, they want to conduct research based on their practice (Kennedy, 2005). When teachers act as a practitioner and researcher during their work, it may bring significant improvement to their teaching practice. I hope to observe a greater number of teachers in the KSA acting as a researcher alongside their role as a teacher. Therefore, allowing them to solve their problems and challenges based on their own research evidence.

11)Transformation practice

Successful TPD training enables the transformation of knowledge and skills within certain teaching conditions to other groups of teachers who have similar conditions in their practice (Kennedy, 2005). It would be greatly successful if the tested TPD training for EFL teachers can be passed to other teachers in other cities in the KSA or other Arab countries.

12) Discipline

It is useful if teachers are aware of the school discipline and rules, this awareness can enable teachers to deal with their students and school management in a productive and positive way (Pate, 2003).

13) Critical thinking

Teachers should not rely only on what they will receive from top educators or supervisors in their teaching process, teachers need to use critical thinking to evaluate their learning and teaching process (Pate, 2003).

14) Knowledge and skills

It is important for teachers to increase their knowledge of teaching methods, but it is most important to convert their knowledge to practical skills (Pate, 2003).

15) Personal and professional development

TPD training courses can develop the professional skills among teachers, but it should not pay even attention to the development of personal skills (Pate, 2003).

Table 4.1 Adopted Integrative Model

Adopted Integrative Model				
<i>1)Humanistic</i>	<i>4)Award-bearing system</i>	<i>7)Mentoring/coaching</i>	<i>10)The action research practice</i>	<i>13) Critical thinking</i>
<i>2)Sociocultural</i>	<i>5)The deficit</i>	<i>8)The community practice</i>	<i>11)Transformation practice</i>	<i>14) Knowledge and skills</i>
<i>3)Training</i>	<i>6)The cascade</i>	<i>9)The Online practice</i>	<i>12) Discipline</i>	<i>15) Personal and professional development</i>

The current researcher adopted the above Integrative Model as theoretical framework in order to enable her to deeply understand the strengths and weakness points for the existing TPD training course which is provided for EFL teachers in the KSA. The above model most likely completes the picture of reviewing the effectiveness of TPD in Saudi Arabia.

4.3 The impact of TPD on student performance

The impact of professional development on teacher learning and instruction practice and curricular effectiveness (National Research Council, 2004) has been extensively studied. The effect of professional development on student performance has also received ample attention, with countless existing studies (e.g. Garet *et al.*, 2001; Ball & Cohen, 1999; Cohen & Hill, 2001; Corcoran *et al.*, 1998). The findings of such studies have indicated that student performance was increased by an average of 21% when teachers benefitted from around 49 hours of professional development. Hence, better classroom instruction and student performance depend -

to a significant extent- on TPD (Elmore, 1997; Darling-Hammond & McLaughlin, 1995; Little, 1993).

Professional development programs of high quality are in great demand, but most existing programs have a deficiency of one kind or another, such as insufficient duration, lack of coherence, lack of active learning, lack of collective participation, lack of emphasis on content knowledge and application of a traditional instead of an innovative approach (Loucks-Horsley *et al.*, 1998; Birman *et al.*, 2007).

TPD has also been criticised for not having a consistent framework, consisting of a mixture of formal and informal, compulsory and optional, improvised and planned opportunities (Wilson and Berne, 1999). Furthermore, as noted by Ball and Cohen (1999), TPD programs often take the form of one-day workshops which lack intellectual depth and are not aligned with curriculum and learning matters.

There is a widespread assumption that teacher knowledge and practice determine the extent to which professional development impacts on student performance and that professional development is framed by high standards, ambitious curricula, a sense of responsibility, as well as high-stakes evaluations (Loucks-Horsley & Matsumoto, 1999; Kennedy, 1998).

There are three ways in which student performance is influenced by TPD: a) teacher knowledge and skills are improved by professional development; b) classroom teaching is enhanced by improved knowledge and skills; and c) student performance is increased by better teaching (Garet *et al.*, , 2001; Borko, 2004). It is important for all these elements to be present otherwise student learning will not occur. Moreover, for TPD to be beneficial to students, the teacher must incorporate the knowledge and skills gained from professional development programs in teaching practice.

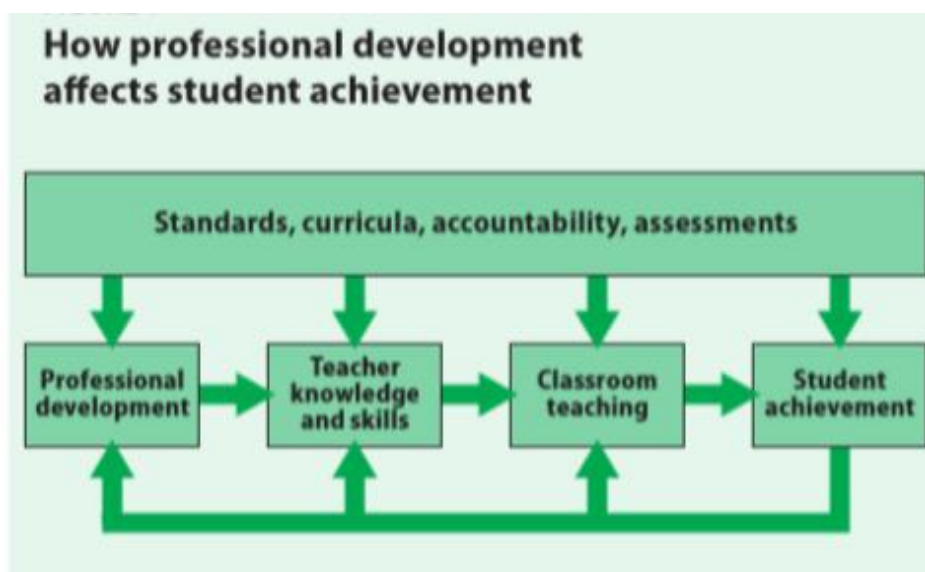


Figure 3.2: Illustration showing how professional development influences student performance

In the first aspect of this model, a relevant and consistent theory of action should be applied by professional development programs with the purpose of advocating competent curricula and teaching methods (Hiebert & Grouws, 2007; Rossi *et al.*, 2004). Furthermore, professional development has to be of high quality with regard to action theory, planning, design and application. At the same time, it should demonstrate comprehensiveness, focus on content, coherence, good definition, and effective implementation (Supovitz, 2001; Guskey, 2003; Wilson & Berne, 1999). Additionally, as emphasised by Richardson and Placier (2001), professional development should be founded on a legitimate and well-formulated theory of teacher learning and change.

In the second aspect of this model, teachers should be able to rely on continuous school collaboration and sessions with specialists in order to be motivated and capable of introducing elements of professional development into teaching practice. To this end, teachers might need to surpass various obstacles that might interfere with new practices, including insufficient time for preparation and teaching, scarcity of human and material resources, as well as absence of follow-up assistance from expert practitioners (Showers *et al.*, 1987).

In the third aspect of this model, professional development fosters improvement in teaching. In this context, it is essential to empirically determine the effects that professional development has on student performance. However, despite its positive impact on teacher knowledge and skills and, implicitly, on teaching practice, the effect of professional development on student performance may be difficult to identify if assessment procedures are formulated incorrectly or if application is flawed (National Research Council, 2004).

Kennedy (1998) conducted a comprehensive analysis on the implications of professional development for student performance in the disciplines of mathematics and science based on several aspects of professional development, including subject, content focus, degree of skill, and form. Through this analysis, Kennedy (1998) made a valuable contribution to the definition of models and action theories of professional development.

A similar model of professional development was employed by Cole (1992) and Sloan (1993), who addressed changes in the behaviour of teachers in relation to the subjects listed in the Mississippi Teacher Assessment Instrument.

Duffy *et al.* (1986) investigated the effect of professional development involving the use of explicit verbal explanations during instruction of students with reading problems but did not observe any notable improvement in reading capabilities. Tienken (2003) focused on professional development involving teacher training in how to instruct learners to assess

themselves in narrative writing by employing a writing scoring rubric and high-order reflective questions. A concern with curriculum regarding students' learning style is reflected by all these different tasks of professional development. Marek and Methven (1991) addressed professional development programs instructing teachers on the topic of knowledge and the search for knowledge with the purpose of creating a curriculum of learning cycles in line with the outlined principles. In another study on professional development, McGill-Franzen *et al.* (1999) focused on instructions intended to help teachers to tailor their teaching practices to the student requirements to foster literacy.

The enhancement of teacher knowledge about the mathematical thinking abilities of students was the focus of the studies undertaken by Carpenter *et al.* (1989) and Saxe *et al.* (2001). In a similar study, McCutchen *et al.* (2002) attempted to increase teacher knowledge about phonology and its connection with orthography.

It is agreeable that high quality of TPD can positively reflect on the performance of teaching for teachers and indirectly for students. Thus, students' performance can be increased when their teachers have good knowledge and skills, appropriate and modern teaching methods in the classroom, effective TPD training courses and good cooperation between teachers and their school management (e.g. Garet *et al.*, 2001; Cohen & Hill, 2001; Borko, 2004). Unfortunately, the literature reviews in the KSA have not shown a good impact of TPD training courses on teachers and their students implying that the current TPD training courses should be professionally reviewed and evaluated in order to improve it (e.g., Alhajeri, 2004; Alfahadi, 2012; Alhameed, 2005).

4.4 Conclusion

Effective TPD is beneficial not only to teachers, but also to students, educational systems and society as a whole. In this research I attempt to take advantage of the Integrative model as a theoretical framework to better understand the TPD training programme among EFL teachers in the KSA. It is clear from the above considerations and discussion that the various studies which have been carried out in different Middle Eastern countries on the topic of EFL teaching and learning came to similar conclusions with regard to the standards and performance of EFL teaching-learning as well as the obstacles and challenges facing this process. In fact, some of the challenges that were identified were the same as those confronting EFL teaching-learning in Saudi Arabia, as discussed in an earlier section of this chapter.

Chapter 5: Methodology and Methods

5.1 Introduction

Insufficient attention has been paid to the topic of English as a Foreign Language (EFL) and its relationship to in-service Teacher Professional Development (TPD) in Saudi Arabia. Worryingly, this is especially true in the wider setting, which includes the Saudi Ministry of Education, school head teachers, and English language supervisors: all actors for whom gaining a deeper understanding of this phenomenon in the context of Saudi Arabia is essential. The present study seeks to address the shortcomings of existing studies by assessing the extent to which the perceptions of female Saudi EFL teachers is affected by in-service TPD, whilst also exploring the influence of other factors in schools, such as the role of head teachers and English supervisors. Consequently, the current study goes further than investigating only teachers, instead also taking into account the perspectives and influences of head teachers and English language supervisors.

In the present chapter, the mixed methods approach, consisting of a quantitative (questionnaires) and qualitative method (interviews), is addressed alongside the research questions and research design. Furthermore, philosophical assumptions including the ontology and epistemology were discussed.

The methodological framework is presented in the form of a diagram, with the overall objective of legitimising and providing a clear picture of the research framework and the rationale behind the research design. Subsequently, the applied research design and data collection methods are addressed. The questionnaire and interview are the two tools used to gather data and they are presented via their constructions, translation process and administration. Furthermore, a clear description is extended regarding the procedures used to sample and recruit participants, to collect data, and to analyse the quantitative and qualitative data. The use of the particular quantitative and qualitative sample is also justified.

A pilot study, as well as credibility and trustworthiness checks were applied in order to make sure that the data gathered was of good quality. A timeline of the steps of the data collection process is also outlined. Last but not least, the ethical issues that might arise in the different research stages are discussed, with particular emphasis on coping strategies, while the limitations and challenges facing this study are presented as well.

5.2 Methodological framework of the study

5.2.1 Research Approach

To answer the research questions and achieve the research aims, the present study employed the quantitative method of the questionnaire together with the qualitative method of interview. This tactic of using different research methods to serve the research objectives is referred to as triangulation (Lamb, 2007). Furthermore, the analysis of the data was undertaken in conjunction with the findings from the review of literature pertaining to the subject. The statistical software program SPSS was applied to analyse the quantitative data from the questionnaire, whilst thematic content analysis was used to analyse the qualitative data from the interviews.

As highlighted by Crotty (2003), any research must be based on a theoretical construct that provides an explanation for the philosophical assumption of the applied methodology. As such, regardless of the research field, researchers must not only clearly specify the paradigm governing their investigations, but also be familiar with additional perspectives from which their research may be approached. Guba and Lincoln (1989) defined paradigm as a set of perspectives or conventions that researchers can employ to provide a framework for their research topic.

In order to gain a comprehensive and in-depth understanding of the advantages and disadvantages of in-service TPD for female EFL teachers in intermediate and secondary schools in Riyadh (the capital of Saudi Arabia), the mixed methods were applied to derive both qualitative and quantitative information. The working assumption adopted by the researcher is that reality is not strictly subjective or objective in character, but a combination of both, and that different realities co-exist. Therefore, to understand participants' opinions on the subject in question, both quantitative and qualitative interactions are necessary. From an ontological viewpoint, the researcher considers that the subject produces different realities, depending on the individuals approaching it. TPD usage may be experienced by teachers in various ways and these experiences and accompanying attitudes and perspectives about English teaching and learning shape reality. Under these considerations, the subjective and objective states of the participants constitute the main priority of the researcher (Gergen & Gergen, 2003), who aims to explicitly convey these states through the data.

5.2.2 Ontology and Epistemology

Crotty (2003) defined ontology as “the study of being”. This definition reflects ontology's focus on the surrounding world, its reality, structure and nature. Therefore, ontological assumptions pertain to the issue of the nature of reality or the realities regarding which knowledge can be developed (Guba & Lincoln, 1989). It is important for researchers to remember that, since social interactions are the source of social phenomena, the latter vacillate between an objective and a

subjective nature, and therefore, in order to gain an understanding of various social phenomena and their realities, the attributes and features that set them apart should be investigated (Guba & Lincoln, 1989; Kelle, 2001).

According to Crotty (2003), epistemology is concerned with shedding light on the way in which knowledge pertaining to a specific subject has come to be accumulated. It thus seeks to supply a philosophical foundation for determining the types of knowledge that can be acquired and guaranteeing the validity and relevance of those knowledge types (Crotty, 2003). A similar definition of epistemology was provided by Walker and Evers (1999), who refer to it as the exploration of the nature, scope and use of knowledge.

In line with the assumption that the interaction between researcher and participants or researcher mediation is the source of knowledge, the present study applies within the context of a social constructionist (Ritchie & Lewis, 2003). The notion put forth by social constructionism is that human thinking is inextricably linked to reality and its related meaning and that reality is the outcome of social interaction. Hence, in constructionism, meaningful reality is generated from human practices (Crotty, 2003). It can thus be implied that, rather than being uncovered, the truth is actually produced as people interact with their surrounding world.

The sources of meaning in this study are the perceptions and views of, firstly of all, the participant teachers, and secondly, of the head teachers and English supervisors. The TPD can be understood much better when the current researcher evaluates the perspectives of these three categories of participants based on how much the TPD provides meaning, knowledge and reality in the teaching and learning practice at schools. These different categories of participants will likely have different perspectives on what constitutes effective and ineffective TPD in English teaching/learning, and therefore their views and perceptions will help to achieve a comprehensive understanding of the effect of TPD on the work of intermediate and secondary English school teachers as well as on student performance. Thus, the reality of TPD and its meaning can be brought together by the researcher through interaction with teachers and other relevant individuals, as well as by interpreting their viewpoints. A social construction of meaning can then be derived from these interactions and the assessment of the gathered information.

5.2.3 Research Design

A research design has three key pillars (Creswell, 2009), which are the underlying philosophical and theoretical assumptions, the strategies of inquiry, and the methods used to collect, analyse and interpret data. Each of these aspects must be given close consideration by the researchers, who should also be adequately familiar with the research philosophies and methods that are relevant to a particular line of inquiry. In keeping with this, explanation and justification of the

selected research paradigm/philosophy are provided, alongside discussion of the pertinent assumptions of ontology, epistemology and methodology. Furthermore, the application of the mixed methods approach comprising quantitative, qualitative methods is justified as well.

5.2.4 Methodological Assumptions

According to the definition put forth by Crotty (2003), the concept of methodology is concerned with the selection and application of specific methods in line with the research strategy, action plan or design formulated to achieve established goals. Thus, methodology is devised to describe, evaluate and legitimise the use of specific methods (Wellington, 2000). The assumption underpinning the research design in the present study is that the nature of reality is dual – both objective and subjective – and therefore it can be interpreted in different ways, as it is intended to be demonstrated through the use of a range of methods, namely, questionnaires and interviews, to extract the opinions and perceptions of the participants with respect to the subject in question.

The research results were based on quantitative as well as qualitative data. The use of the mixed methods approach is useful and advantageous in order to acquire more comprehensive and balanced data in addition to providing defensible and useful results (Brown, 2014) and hence to better understand the process of TPD and its implications from the perspective of EFL teachers, head teachers, and English supervisors. As observed by Lamb (2007), the main benefit of mixed methods approach is that it facilitates the collection of more diverse data of higher quality.

An additional advantage of the mixed methods approach is that it enables an investigation of the extent to which participants' views are shaped by social and cultural factors, whilst also contributing to interpret the data in a more meaningful way. The reason why it has been decided to employ semi-structured interviews alongside the questionnaire survey is that the data derived from the latter is not enough to gain a comprehensive and detailed understanding of the research subject; what is more, as pointed out by Pring (2004), the mixed methods approach appears to be the most appropriate approach for the present study. Maxey (2003) confirms that the outcome of social research may be enhanced by the mixed methods approach. Likewise, other researchers, such as Verloop *et al.* (2001) and Calderhead (1996) concur that matters concerning schoolteachers, including their level of knowledge, can be successfully explored with the mixed methods approach.

The following diagram illustrates the research design adopted in this study:

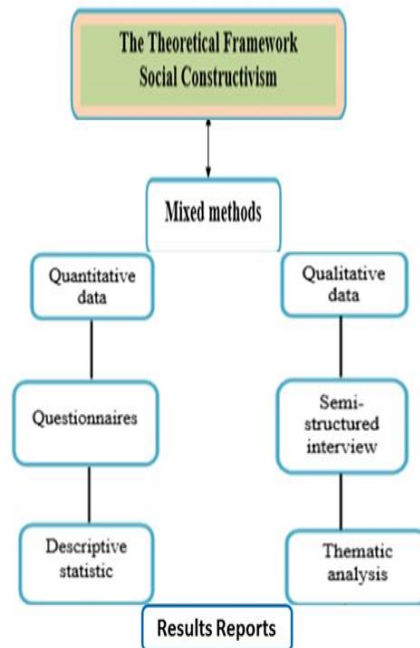


Figure 3.3: The research design of the study

Furthermore, the mixed methods approach integrating quantitative and qualitative methods prevents immersion into philosophical disputes that may hinder the researcher from answering the research questions adequately, focusing instead on ensuring that the research design is compatible with the research questions (Snape & Spencer, 2003; Seale, 1999). In addition, as suggested by Verma and Mallick (1988), the research method employed should be consistent with the applied epistemological assumption, which in turn is determined by the objective of the investigation and the intended use of the gathered data, whilst at the same time being representative of the paradigmatic character of the research.

Given the established epistemological assumptions and the attention paid to both the research object and subject, the semi-structured interview technique is considered to be suitable for data collection for the purposes of the present study. According to Wellington (2000), participants' perspectives come across most clearly through interviews. Moreover, Wallen and Fraenkel (2001) observe that the interview enables the researcher to probe a subject in detail while giving the participants the opportunity to articulate their opinions without restriction, and by triangulating the opinions of different participants, researcher bias is diminished.

The mixed methods approach facilitates the accomplishment of triangulation, which combines the strengths of qualitative and quantitative types of data and methods of collection and analysis to generate a comprehensive understanding of a subject (Punch, 2009), as well as to provide a detailed insight into the highly complex nature of human behaviour (Cohen et al., 2007). Bearing in mind all of the above arguments and considerations, the mixed methods approach is deemed

to be the most suitable research approach for the purposes of the present study, to shed new light on the implications of TPD for EFL teachers and their working practice in Saudi Arabia.

Furthermore, since the overall aim of this study is to gain an understanding of human action and its meaning, the interpretive epistemology is applied in order to identify and examine the factors shaping that action (Schwandt, 2003). As previously mentioned, the objective of the interpretive paradigms is the exploration of human action, highlighting the objective and subjective development of knowledge in the context of social constructivism and systemic thinking.

In addition, the efficiency of TPD programmes offered to EFL teachers was assessed by identifying the strengths and weaknesses of TPD during their involvement in training and their teaching practice. As confirmed by Denzin and Lincoln (2000), the investigation of a socially constructed reality is aided by the ontological perspective of social constructivism.

5.2.5 Constructivism

In order to gain a thorough understanding of EFL teachers and their attitudes towards TPD, the application of a constructivist approach will now be considered. According to Roberts (1998), the constructivist approach provides an optimal structure for language teaching, due to the fact that it takes into account that the personal and social aspects of teacher professional development are interconnected. The different perspectives with regard to the knowledge than an experienced EFL teacher should possess constitute a valid source of knowledge. Freeman and Johnson (1998) investigated how teacher knowledge developed and reached the conclusion that language learning in the classroom depends on the social constructivist perspective on it.

The constructivist approach considers the settings of knowledge development, in addition to the knowledge itself. Such a framework makes it possible to gain a detailed comprehension of the knowledge and experience possessed by teachers as well as how teachers interact, both objectively and subjectively, with the students and with other parties, including head teachers, and English language supervisors.

5.3 Measurement

5.3.1 Instrument development

The TPD questionnaire in the current study was developed based on reviewing the related literature and relevant existing studies, the researcher selected the following two studies for review, both of which applied questionnaires on TPD for EFL teachers: Luo (2014), who explored TPD in the context of collaborative EFL teaching in Taiwan; and Beriswill *et al.* (2016), who focused on professional development for promoting 21st century skills. Other questionnaire studies investigated TPD without focusing on a specific teaching subject, such as the work of

Johnson (2001). Additionally, some questionnaire studies were conducted to investigate TPD in the context of other subjects such as Science, Maths and Engineering. Several studies were focusing on two main areas related to the research questions:

This category consists of five parts: a) Definition of TPD; b) Attitude towards TPD; c) Influence of TPD training on English Language teaching; d) Influence of TPD training on professional development; e) Influence of TPD on English language skill development. This category consists of two parts: a) Difficulties with involvement in PD training; b) Difficulties during teaching in the classroom. The current researcher presented the main issues which were considered in developing the TPD questionnaire and interview tools.

5.3.2 Aspects of TPD

The aspects of effective TPD for EFL teachers may include the following factors: the quality of the course on EFL pedagogy; the level of support from the school administration towards TPD; the curriculum for English TPD; and the suitability of TPD with regards to the needs of KSA-based EFL teachers and their students (Al-Hazmi, 2003). Additionally, Al-Ahaydib (1986) and Zaid (1993) noted the important role of supervisors in supporting the teachers' learning and promotion, knowledge, linguistic proficiency, and skills regarding the teaching methodology of foreign languages.

TPD should be continuous, sufficient and include sound training delivery content, which can support teachers in dealing with classroom teaching tasks (e.g., Cross, 1995; Khan, 2012). Also, Guskey (2003) added that the content of TPD programmes need to be delivered based on relevant and accurate research evidence. Al-Shumaimeri (2011) states that EFL teachers should be actively involved in the planning of TPD programmes, and in addition, the learning materials of TPD programmes should be attractive and effective.

Rahman and Alhaisoni (2013) state that modern and advanced English teaching methods should be covered in the TPD programme. TPD should offer teachers the opportunity to improve their knowledge and skills in the classroom teaching practice as well as their learning and functioning in school (e.g., Butler, 2012; Ellis, 2008; Fareh, 2010). In addition, the involvement of teachers in TPD is useful in strengthening the relationship between teachers and students. Butler, (2012) states that the TPD programme should motivate teachers to overcome the obstacles in their teaching and functioning in school. Butler extended his suggestions by mentioning that the support and role of the head-teacher and English supervisor are essential to the success of TPD and its outcomes.

The involvement of EFL teachers in TPD should enable them to improve their writing, reading, speaking and listening skills in English, in addition to supporting EFL teaching methodology

(e.g., Syed, 2003; Borg, 2003). The involvement in the training of TPD should improve teachers' attitude, motivation, personal views, beliefs, educational values and the knowledge of teaching practice. In addition, the training of TPD should be developed in light of the cultural context in the KSA (Carrier, 2003; Fareh, 2010, Al-Hazmi, 2003). The TPD programme can help teachers to continuously do self-assessment of their teaching performance, as well as to enhance the follow-up supervision process. (Guskey, 2003; (Association for Supervision and Curriculum Development, 2003). Birman *et al.* (2000) stated that the TPD programme needs to be designed for long-term service rather than for the short-term. In addition, the TPD programme should be related to the day-to-day activities of the teachers.

A good TPD programme which can help teachers to perform in a school context needs to be integrated as part of the daily activities of the teachers. In addition, it needs to enhance student performance (Guskey, 2003). In addition, a good TPD programme should enable teachers to prioritise active teachers' learning and teaching as well as enhancing collaborative teaching and enabling teachers to receive on-going mentoring in a supportive way (e.g., Birman *et al.*, 2000; Smith, 2002). Pate (2003) listed some characteristics for an effective TPD programme: a) TPD should enable teachers to improve material and intellectual well-being; b) A TPD programme enables teachers to learn how research adds value to individuals and society; c) A TPD programme supports teachers to make learning a process of self-improvement; c) A TPD programme encourages teachers to develop themselves on personal and professional levels.

There are a number of factors that may affect the quality of delivery of TPD among teachers in general and especially in the KSA such as the number of students in the classroom which is not helpful to the delivery of effective teaching; the status of the teaching career; the level of support received from the head teacher, the subject supervisor and the Saudi Ministry of Education, the sufficiency of English content and pedagogical content in the TPD programme, the level of reflection of teachers on their own teaching practices; the span of time allocated to TPD (the number of hours spent in the activity) (e.g., Alhameed, 2005).

Furthermore, the nature of Saudi culture and the challenges facing teachers in general and EFL teachers in particular have been taken into account when designing the instruments used in the current research. For example, classroom size and the influence of head teachers and supervisors have been found to be insufficient in supporting teachers in the KSA. The questionnaires and interviews were carefully developed and tested in the current study to ensure their validity and reliability. These instruments were then translated and back translated to ensure comparability. These developed tools were piloted in 2016/2017 with a representative sample of female EFL teachers from intermediate and secondary schools in Riyadh City.

5.3.3 Instruments and participants

To address the research questions presented in this research, relevant data was gathered from: i) a questionnaire survey conducted with EFL teachers; and ii) interviews carried out with EFL teachers, English supervisors and head teachers.

5.3.4 TPD questionnaire for EFL teachers

Data collection is facilitated by the questionnaire tool in cases where the sample size is of considerable proportions. Generally characterised by structure and quantification, the questionnaire can be undertaken either in a direct (in person) or an indirect (online/internet) manner. It produces data that can be subjected to statistical analysis to determine their differences and similarities with data associated with other sample populations (Wilson & McClean, 1994). Furthermore, prior to initiating it, any questionnaire must be demonstrated to be reliable and valid.

As observed by Dornyei (2003), what makes the questionnaire a particularly advantageous method is the fact that it can generate ample data rapidly. In the present study, the questionnaire intended for EFL teachers was formulated on the basis of the research questions and review of related literature, comprising solely closed-ended questions. The reason for choosing this type of questions rather than open-ended questions is that they can be quantified rather than producing answers written by the respondents (Jackson & Trochim, 2002). Thus, the questions were based on a 5-point Likert scale and, prior to undertaking the pilot study, the questionnaire was assessed to ensure its validity. Subsequently, the pilot study indicated that the questionnaire was valid and reliable. The pilot study will be presented in a separate section later on.

The questionnaire was developed based on the literature review and earlier tools for EFL teachers internationally, but with particular reference to Saudi female teachers. Conducting a questionnaire survey was essential in this study in order to determine the perspectives of female EFL teachers as well as the perspectives of head teachers, English language supervisors with regard to the strong and weak points of in-service TPD for female EFL teachers in Saudi Arabia, and the difficulties confronting them. Furthermore, the results of the questionnaire helped in better preparation for the interviews, whilst at the same time the questionnaire enabled the researcher to become acquainted with the participants and estimate how willing they were to be interviewed. The questionnaire also facilitated the acquisition of data from a larger number of participants than would be possible through the interview process.

5.3.5 Questionnaire development

The questionnaire addressed seven parts which were distributed within two main categories: aspects of TPD for female EFL teachers in Saudi Arabia and the challenges and difficulties that

female Saudi EFL teachers faced during involvement in the TPD training, and the influence of TPD on teaching in the classroom. The questionnaire was produced to be distributed only among female EFL teachers. The questionnaire consists of two main sections: the first concerns general information about the background and experience of the teachers. The second part has 48 statements which require a response by placing a circle around the suitable option (*See appendix 2*), as shown in this example:

The in-service teacher professional development courses were helpful for me:

(5) Strongly Agree, (4) Agree, (3) I Don't know, (2) Disagree, (1) Strongly Disagree.

The structure of this tool focuses on distinct dimensions of data collection, as shown in Table (5.1)

Table 5.1: Questionnaire structure

Parts	Description	N. Items	Construction
1	General information	11	The participants were informed of the purpose of the questionnaire and were reassured that the information they provided would be kept confidential and that they were free to express their true perspectives and attitudes. This section focused on the demographic details of the participants, such as age, school address and name (optional).
2	Definition of TPD	2	One closed question and an open question about the definition of TPD.
3	Attitude towards TPD	14	Closed questions addressing teachers' attitudes towards TPD.
4	Influence of TPD on English-language teaching	8	Closed questions addressing the influence of TPD on English-language teaching in the classroom.
5	Influence of TPD on professional development	6	Closed questions
6	Influence of TPD on English-language skills development	6	Closed questions
7	The challenges/Difficulties	9	Closed questions addressing the difficulties today's EFL teachers are confronted with in their involvement in TPD

	with TPD training		training.
8	The challenges facing EFL teaching	5	Closed questions addressing the difficulties today's EFL teachers are confronted with after their involvement in TPD training.
Total	61 items		

The reason for using the 5-point Likert scale to create the questionnaire is that it is a simple and reliable design, enabling the collection of accurate data with respect to the extent to which the respondents agree or disagree with the statements put forth (Oppenheim, 2001). In addition to reviews of similar tools and related literature, feedback from education experts and teachers, and the personal and professional experience of the researcher also shape questionnaire development. To make sure that the questionnaire is valid and reliable, a pilot study was conducted based on an initial draft of the questionnaire. The results of the pilot study were used in improving and modifying the questionnaire. An Arabic translation of the questionnaire was produced, due to the fact that the research participants are Saudi citizens whose first language is not English and therefore answering the questionnaire in their native language may put the participants more at ease, hence making them more willing to provide precise information.

Due to the number of participants, including EFL teachers, head teachers, and English supervisors, group meetings consisting of three to five teachers were organised in one school for the purpose of questionnaire completion and in order to avoid wasting time. Furthermore, to prevent disruption of teaching schedules, the meetings took place during the mid-day break time, prior to or after the participants start work. Once they have filled in the questionnaire, the participants were given the chance to pose questions or to discuss informally with the researcher. Such discussions helped the researcher not only to gain more insight into their opinions, but also to choose participants for the interviews.

5.3.6 The semi-structured interview

The main purpose of the interviews was to find out more about EFL teachers' experiences, professional practice as well as the environment in which they work and interact with other parties, including head teachers and English supervisors and how all these aspects are influenced by TPD programs. Three sets of interviews were conducted with head teachers, English language supervisors and EFL teachers (*See appendix 4*), as outlined below.

Firstly, the interviews with the eight EFL teachers were aimed at exploring in greater depth the impact of TPD amongst two chosen groups of EFL teachers: one group consisting of the teachers who achieved the highest scores on the TPD questionnaire, which meant that those teachers improved their skills and teaching practice based on successful TPD training and had a

positive attitude towards TPD; the second group consisted of the teachers who achieved the lowest scores, which meant that those teachers failed to improve their skills and teaching practice due to inappropriate TPD training and expressed a negative attitude towards TPD. Each of the two groups consisted of four teachers from intermediate and secondary schools. Each version of the interview consisted of 12 questions. The data obtained from interviewing the eight EFL teachers was expanded with data from the other four interviews with additional parties, including head teachers and English language supervisors. Secondly, the interviews with two head teachers and two English Language supervisors aimed to identify their perspectives regarding the strengths and weaknesses of the TPD programme for female EFL teachers.

In the present study, qualitative data was obtained using semi-structured interviews. This method was defined by Kvale and Brinkmann (2009) as a structured and purposeful dialogue, which differs from common forms of communication and interaction through the fact that it involves the collection of relevant and reliable information by posing thought-out questions and listening. As distinguished by Robson (2006), there are three kinds of interview, namely, the fully structured interview, the semi-structured interview, and the unstructured interview. Questions formulated beforehand are the defining feature of both structured and semi-structured interviews, but the latter affords a greater degree of flexibility in terms of modifying, rephrasing or overlooking questions, depending on how the questioning progresses. In the current study, the semi-structured interview was adopted in order to answer effectively some of the research questions.

Despite being a popular and valuable research tool (Tsang, 2004; Watzke, 2007) that can enrich the quantitative data obtained from the questionnaire with more detailed qualitative data, the semi-structured interview is only employed as a secondary measure of data collection in order to gain a deeper insight into participants' views (Brown & Dowling, 1998). Alongside the questionnaire, the interview method contributes to the achievement of triangulation, promoting a comprehensive understanding not only of EFL teachers' attitude on TPD and its implications, but also of the personal and environmental factors that shape TPD design both favourably and unfavourably.

As reinforced by Snape and Spencer (2003), a more detailed picture of the TPD for female EFL teachers, within their particular professional and cultural settings, can be drawn from interview data. Unlike the questionnaire, the interview was used to extract more comprehensive answers from the participants regarding their opinions and attitudes towards TPD and it was found the value of the interview method for this study.

As previously indicated, the process of interview completion enabled the researcher to spend time with the participants, converse with them on the matter at hand and observe them, using the information and impressions thus acquired to turn the interviews into personalised experiences, to encourage the interviewees to provide more elaborate answers to the questions being asked. In this way, the interviews were turned into a real dialogue rather than just a session of questions and answers, thus promoting an in-depth examination of the major aspects pertaining to TPD as well as ensuring that both the participants and the researcher attain their goals and objectives.

To be able to interview participants who do not speak English, a translation of the interview questions into Arabic was undertaken. This involved a two-step procedure whereby the researcher translated the first copy from Arabic to English, while an independent translator translated the second copy from English to Arabic. To ensure that the translation was correct, a comparison of the two translated versions was conducted by the researcher together with the independent translator.

The interviews comprised of around ten questions, which were tailored to the different groups of participants, namely, EFL teachers, head teachers and English supervisors. The objective of the interviews was to identify the advantages and disadvantages of the TPD from the perspective of the participants as well as to determine the extent to which TPD influenced the work performance of two groups of teachers at both intermediate and secondary school levels.

The location preference of the interviewees was taken into account to create a relaxing atmosphere for the interviews. Furthermore, the interviewees were assured that their answers are not used by anyone but the researcher and the interviews were recorded with a digital voice recorder only after they agree to it. Every interview started with the marking of the time and date. Two distinct measures were taken to ensure that the data obtained from every interview was kept safe and secure, namely, storage on the University servers.

Around thirty minutes were allocated for each interview, although they could last longer if some interviewees wanted to elaborate further on their answers. Since English is not the first language of the participants, the interviews were carried out in Arabic. The researcher behaved courteously towards the interviewees and paid close attention to what they were saying, explaining any point that needed clarifying and leading the discussion if necessary.

5.4 Methods

To gain a comprehensive and detailed understanding of TPD for female EFL teachers in Saudi Arabia, the mixed methods approach is applied, consisting of the quantitative method of closed-ended questionnaires and the qualitative methods of open-ended interviews. This approach

maximises the benefits of each of the two methods whilst at the same time diminishing their shortcomings.

The two tools outlined above were developed by the current researcher for the subject under consideration, shedding new light on it, with particular reference to the situation of Saudi Arabia. In short, the researcher initially went to the chosen schools to meet with the head teacher and EFL teachers to inform them about the research goal, namely, to determine the efficiency of the TPD programmes offered to teachers and the perceptions of all these different interested parties with regard to it. The researcher also met with the English supervisors at their offices in the Department of Educational Supervision. Some of those supervisors worked with the teachers in both intermediate and secondary schools. The research design was explained carefully, including the research steps and the types of research methods that were adopted, guidelines and schedule; moreover, the participants were assured that their identities and information provided would be kept confidential, and consent forms were distributed.

The phases of the research design involved the distribution of the questionnaire to the EFL teachers, followed by interviews undertaken not just with EFL teachers, but also with head teachers and English language supervisors. Before the developed instruments were undertaken, questionnaires and interviews were piloted to make sure that each of these procedures of data collection was reliable and valid. Furthermore, both English and Arabic versions of the procedures were made available. The participants were adequately informed about the research goals, and guidelines regarding questionnaire completion were provided.

5.5 Piloting the Instruments of the study

5.5.1 Overview

After obtaining ethical approval, a pilot study was conducted in the Saudi Arabian capital, Riyadh, involving 40 female teachers of English as a Foreign Language (EFL). The participants were teachers from intermediate and secondary schools, 20 from each, and they had been randomly chosen. Two or three days in advance, the researcher gave the participants leaflets containing detailed information about the questionnaires and the purpose of the study, the reasons that EFL teachers had been approached to take part in the current study, the administration of the questionnaires, and the possible risks or benefits of taking part. A consent form was also part of the papers distributed. The information was given in the Arabic language, to be read and signed, if the teachers agreed to take part.

After collecting the information sheets and consents forms, the researcher made sure that the participants understood clearly all the steps relating to the questionnaires. They were told that all information obtained would be treated as confidential; the researcher asked the teachers to

underline any words or statements that were not clearly understood, and they were told that they were free to discuss any part of the questionnaire after its completion. During and after the completion of the pilot study, the participants were given careful guidance and support. However, the participants who took part in the pilot study were omitted from taking part in the actual study, because the questionnaires would be familiar to them; the participants might also be reluctant to apply a second time. In addition, the researcher conducted three pilot interviews, one with the EFL teacher, one with the head teacher, and one with the English supervisor. The researcher recorded their feedback and comments about the questions asked during the interviews, in light of the aims of the study. The feedback was considered and added to the schedule of interviews in the actual study.

5.5.2 The objectives of the pilot study

The objectives of the pilot study aimed to ensure the content of the two tools (questionnaire and interview schedule) matched with the aims and research questions of the current study by using referees and experts in the area of the study.

a) Questionnaire

The pilot study of the questionnaire aimed to check the reliability of tools by examining the participants twice with a gap of at least two weeks through repeat-tests; to explore the views of the participants, and see whether the level of clarity and wording of items was understandable and suitable to their experience and culture; to check that the organisation and structure of the tools matched the aims of the study; to ensure that the sampling methods were appropriate; to check that data collection could appropriately satisfy and answer the research questions; to verify that the timing for administering the instruments was suitable for the participants; and to spot any unclear or irrelevant wording of any statement or questions in the two instruments.

b) Interview

The pilot study of the interview schedule aimed to ensure the suitability and clarity of the interview questions for participants such as teachers, head teachers and English supervisors. In addition, the validity and reliability can be checked through conducting the pilot study.

5.5.3 Validity and Reliability

The most important purpose of conducting the pilot study is to ensure both the validity and reliability of the instruments. Cohen & Hill (2001) argue that validity is closely associated with reliability, as it is very difficult to identify a reliable instrument if it is not valid. Validity and reliability are essential requirements for successful quantitative and qualitative methods. Two main instruments were adapted to ensure the validity and reliability of the pilot study. First, the questionnaire was designed to examine the views and perceptions of EFL teachers who worked in intermediate and secondary schools in Riyadh city, KSA, about ‘Teacher Professional

Development' (TPD). The second instrument was an interview schedule, which was used for the three groups, namely, EFL teachers, head teachers and English supervisors. The current researcher conducted a pilot study to demonstrate the validity and reliability through the following arrangements. For interview, other measures to ensure reliability such as credibility, conformability, dependability, transferability were used.

5.5.4 Validity

i) Content validity

Expert referees in the field of Education reviewed the questionnaire and interview schedules, two from the KSA and two from the UK. They examined the content of the questionnaire and interview:

The professionals included: a lecturer in TESOL at Exeter University (UK); a professor of Professional Learning, Centre for Research in Professional Learning at Exeter University (UK); an associate Professor of TEFL at Imam Mohammed bin Saud Islamic University (KSA); a professor of TEFL at Imam Mohammed bin Saud Islamic University (KSA).

The referees reviewed the questionnaires and provided feedback to ensure the questionnaire is sufficient at answering the research questions.

These referees and experts were invited to ensure that the tools could answer the research questions regarding the attitudes of EFL teachers towards the effectiveness and weakness of TPD training, in addition to the difficulties and challenges encountered by EFL teachers during their involvement in TPD, and how much TPD influences on their teaching practice in the classroom. The experts who speak English and Arabic checked the suitability of items against the aims of the study as well as the adequate wording of the items for the two versions of the tools 'Arabic and English' (*See appendix I*).

ii) Discriminatory validity by test of upper and lower groups

Discriminatory validity is to measure the highest and the lowest group in the scores of responses to items of the questionnaire as a pilot study (Campbell and Fiske, 1959). Discriminatory validity is important to convince the researcher about the capability of the questionnaire to differentiate between participants in terms of positive/negative views on TPD (Darwish & Abu-Muhadi, 2011).

I checked whether there were significant differences between the upper group who showed positive views about TPD [M:192.80, SD:16.07] and the lower group who showed negative views about the TPD training programme [M:141.25, SD:25.29] in the questionnaire scores [$t= (7.69)$, $p= (0.000)$].

I used a t-test for the purpose of comparing the means of the two groups to enable me to classify the responses of the participants and their level of differences. A cut-off score was established by visually inspecting the distribution of total scale scores for teachers'. A cut-off score was generated to determine the positive and negative attitudes towards TPD. Consequently, if the participants achieved a high score, it could mean that they have a positive view or attitude towards the TPD training programme in the Saudi schools, but if they show a low score, it could mean that they have a negative view towards TPD.

iii) Internal consistency

The correlation test shows whether there is a significant and strong correlation between the subscales of the questionnaire with each other and with the overall score of the questionnaire. The results showed that there was a significant and strong correlation between the dimensions of the questionnaire of attitudes towards the TPD training programme with each other and with the overall score of the questionnaire $r \geq 0.529$. However, there is just one less significant correlation between the first dimension and the second dimension which was $r = 0.169$ as shown in Table 5.1.

Table 5.2. Matrix correlation between the summations of dimensions and the total score of the questionnaire (N:40)

Dimensions of the questionnaire	D1	D2	D3	D4	D5	Total score
Definition of TPD (D1)	-	.169	.529**	.548**	.591**	.627**
Characteristics of positive aspects of TPD (D2)		-	.884**	.759**	.648**	.835**
Influence of TPD (D3)			-	.687**	.728**	.856**
Difficulties in involvement in TPD (D4)				-	.788**	.746**
Difficulties of teaching (D5)					-	.734**
Total score of Questionnaire						-

** Correlation is significant at the 0.01 level (2-tailed).

5.5.5 Reliability

i) Cronbach's Alpha-reliability

The Cronbach's Alpha method calculates the reliability coefficients of all items within each scale of the questionnaire and the overall score of all items. The result of this test showed that the Cronbach's Alpha coefficient [M: 167.02, SD: 33.45, N:40] is a sufficient level = 0.969 and provides a good degree of reliability. The findings also showed that the Cronbach's Alpha scores, if items are deleted = 0.917, which is still acceptable.

ii) Test - retest of the questionnaire

I applied the questionnaire as a first test on 40 EFL teachers; after 14 days, I applied the same questionnaire again as re-test which was presented to the same teachers. The resulting correlation test showed that there was a significant relationship between the first application of the test [M: 167.03, SD: 33.45] and the second [M: 163.90, SD: 32.36] of the questionnaire such as ($r = .854$, $p < 0.001$, $N=40$). The results of this test indicated that the questionnaire is reliable, hence suitable for the current study.

5.5.6 Norms of the questionnaire

Based on the frequencies and cumulative percentage (Altawil, 2008). the researcher classified the norms of positive or negative attitudes/views towards the TPD training programme such as: group with positive attitude towards TPD: cumulative percentage (%60 to %100) = (145-240 scores), group with borderline attitude towards TPD: cumulative percentage (%40 to %59) = (97-144 scores), and group with negative attitude towards TPD: cumulative percentage (%1 to %39) = (1-96 scores). The cut-off score for a positive attitude towards TPD was set at 145, which meant that any score for participants equal or greater than 145 represented a positive attitude towards TPD, while the cut-off score for a negative attitude towards TPD was set at 96, which meant that any score for participants equal or less than 96 represented a negative attitude towards TPD. Scores between 96 and 145 were considered borderline.

5.5.7 The Interview schedule

The validity and reliability of the Interview Schedule was tested through the following:

i) Validity of the interview

Internal validity is a relevant issue, as a content analysis is only as good as the coding system that is used. The interviews schedule was revised, by the referees in KSA and UK, in light of the aims and research questions of the current study. The feedback and comments considered by these referees and the three versions of interviews for the EFL teachers, head teachers and English supervisors were amended. Furthermore, the researcher interviewed two EFL teachers, one head teacher and one English supervisor, and their comments about the schedule of interviews were considered in terms of the language and other issues related to the aims of the study.

ii) Reliability of the Interview

It is possible to check the reliability of the findings and a good content analysis would have built this into the study. The Inter-Rater reliability would have been checked through by at least two assessors in order to compare their analyses of evaluation to the content of the interviews (Searle, 1999). It is useful to check the reliability of qualitative instruments such as interviews through

check-coding, as the reliable tool will generate the same data from the same participants (Cohen & Hill, 2001). The researcher requested a post-graduate student in psychology to conduct an analysis of one interview by doing coding; then to make a comparison between his coding and the current researcher's coding in order to check the level of acceptable reliability coefficient by using the Inter-Rater Reliability test. The outcomes of these two codings for the current researcher and the other colleague were checked by putting a tick (✓) when there is agreement for the agreement between the two codes and putting (x) when there is difference between the two codes.

To examine the reliability of the coding system based on Thematic Content Analysis (TCA), a second independent researcher coded one transcribed interview and then the Inter-Rater reliability was compared by Pearson Correlation as shown below: the correlation of the coding system for the first interview between the current researcher and an independent researcher was (Pearson's $R = 0.83$, $p = 0.001$), which was significant. Therefore, the results of the Inter-Rater Reliability test for the two interviews indicated that the coding systems were acceptable and reliable for the current study.

iii) Trustworthiness

With regard to the quantitative method, the pilot study was intended to make sure that the questionnaire survey possessed a sufficiently high degree of reliability and validity. With respect to the qualitative methods, Bryman (2008) argued that the evaluation of reliability and validity could be undertaken based on a series of criteria subsumed as trustworthiness. Therefore, in order to be considered trustworthy, the semi-structured interview employed in the present study to provide a different angle of trustworthiness. Deep and rich data is collected through interviews which demonstrates the data is credible, dependable, conformant, and transferable (Creswell & Miller, 2000; Bryman, 2008; Given, 2008). The four criteria underpinning trustworthiness, as delineated by Guba (1981), are described below:

a) Credibility

This feature can be verified by internal validity, based on the intended aim of the research. In turn, internal validity is denoted by a range of aspects, including application of accepted methods, use of random sampling, impartial dissemination of information, use of case study, detailed presentation of the work experience, background and qualifications of the researcher(s), thorough review of related literature to put findings into context, demonstration of in-depth comprehension of the subject under consideration, provision of reflective commentary, achievement of triangulation of the research methods based on the use of different sites, approaches and types of data. In the current study, interview tool was internally verified through

the conduction of a pilot interview study with a representative sample of one EFL teacher, one head teacher and one English language supervisors. The results of the pilot study took into account any feedback and reflections from the target participants based on the researcher's interactions and discussions with these participants. The pilot study was useful in ensuring the clarity of items and making any necessary corrections.

b) Transferability

The evaluation of this feature depends on external validity and generalisation. Its purpose is to ensure that the findings and results that are obtained in one research are applicable to other studies of a similar nature. Furthermore, by enabling comparative analyses of a subject, transferability promotes the generation of richer data. In the current study, transferability was verified through the expert opinion of British and Middle Eastern EFL teachers, who were asked to provide feedback and comments on the suitability of carrying out the developed tools in the current study. Transferability aimed to ensure that the validated tools were able to measure the impact of TPD for which they are developed, as well as to be used by other researches in similar contexts in the Middle East. This verification therefore enables other researchers to utilise these tools in order to compare the results of the current study with other studies conducted in the region.

c) Dependability

This feature is denoted by reliability and it is intended to guarantee that identical findings will be obtained by another study that uses context, methods and participants similar to the initial study. Furthermore, it permits different methods to overlap and facilitates study repetition by offering an in-depth methodological characterisation. The reliability of the developed qualitative instruments was tested through a pilot study consisting of one EFL schoolteachers, one head teacher, and one English supervisor.

d) Conformability

Given by objectivity, this feature is intended to make sure that the employed research tools are independent of human perception or research skills. It diminishes the likelihood of research bias by enabling the use of triangulation and affords findings greater integrity and detail. In the current study, the triangulation was taken into account by using two different instruments which cover the quantitative and qualitative tools through questionnaires and interviews. The variety of using mixed and integrative methods increased the opportunity of having objectivity and rich data, avoiding bias through using different tools.

5.6 Participants

The research participants were selected from among female EFL teachers working at intermediate and secondary school levels for students aged 12-14 years and 15-17 years, respectively, in the capital city of Saudi Arabia, Riyadh. The reason why only female teachers were recruited was explained in the section on sample justification. It is worth mentioning that the EFL teachers receive their TPD training programme through two routes: firstly, the official training courses, which are developed and prepared by the Vocational Training Corporation, and secondly, through some training courses from their English supervisors. It is not compulsory for the teachers to be involved in all these training courses.

The participants for the quantitative study (questionnaires) comprised 121 female EFL teachers who were randomly selected from schools in the city of Riyadh, Saudi Arabia. More specifically, 68 teachers were selected from intermediate schools, 27 teachers from secondary schools and 26 selected from mixed intermediate and secondary schools. All participants were native Saudi teachers and relatively few were expatriates. All participants spoke Arabic as their mother tongue. The 12 participants involved in the qualitative study (interviews) consisted of eight EFL teachers, two head teachers and two English language supervisors.

Convenience sampling is based on a non-probability sampling which can be chosen by researchers when they want to choose subjective and accessible participants to suit proximity the purpose of the research (Dornyei, 2007). I chose the participants from among the EFL teachers, head teachers and English supervisors from different intermediate and secondary schools in Riyadh. This means all participants were first chosen from a female gender. They also work in intermediate and secondary schools in the city of Riyadh. The Convenience sampling method was applied when I chose the schools and the participants. The participants were adequately informed about the nature and aim of the study and were asked to fill in consent forms as proof of their agreement to take part in the study. As a result of the tight rules of segregation that are enforced in Saudi schools, boys' schools were inaccessible to the researcher due to her being of female gender. Therefore, all the participants, including EFL in-service teachers, head teachers and English supervisors were female. The quantitative sample consisted of 121 female Saudi EFL teachers from Riyadh, of whom 117 were Saudi and only four were from overseas. Furthermore, all of these teachers were Arab.

The procedure for completing the questionnaire took place with groups of 3 to 5 participants whenever possible. Furthermore, the participants were made aware of the fact that they were in no way obliged to complete the questionnaire if they did not wish to. To make the process easier for the participants, the formulated questionnaire was translated into Arabic. Additionally,

participants' preferences were taken into account when establishing the time for questionnaire completion. Moreover, the researcher also emphasised that the participants have the right to leave the research at any point, should they wish to do so.

The qualitative sample consisted of 12 participants in total: eight schoolteachers who were selected as a result of the quantitative study, and another four participants (two head teachers and two English language supervisors from both intermediate and secondary schools) chosen at random. English language supervisors covered both intermediate and secondary schools, which means that the same English supervisors worked for the two levels of schools. The purpose of including two head teachers and two English language supervisors in the qualitative research stage was to obtain deeper and more multi-faceted insight into the relationship between EFL and TPD, an insight that could not have been derived through quantitative methods alone.

The purpose method was applied to choose eight EFL teachers for interview from among those who completed the questionnaire. Those eight teachers were divided into two groups of four each from both intermediate and secondary schools, one group having achieved skill improvement based on highest and lowest scores on the TPD questionnaire and thus, the selection criteria for the eight teachers was based on the results of the quantitative study conducted prior to the interviews. The method of selecting the sample for interviews aimed to reach the different opinions among EFL teachers as one group represented a positive experience of and attitude towards TPD training, whilst the other group represented a negative experience of and attitude towards TPD training at both educational levels.

To obtain a detailed and comprehensive understanding about the implications of in-service TPD for female Saudi Arabian EFL teachers as well as their social and cultural circumstances, this study aimed to acquire information not only from these female EFL teachers, but also from head teachers and English supervisors.

5.7 Procedure

When the results of the pilot study confirmed that the questionnaire and interview schedule were valid and reliable, it was conducted with the participants. Subsequently, the statistical software program SPSS was applied to analyse the results of the questionnaire consisting primarily of closed-ended questions. Afterwards, as already indicated, a number of participants were selected to take part in the semi-structured interviews.

In keeping with the recommendation made by Dornyei (2003), prior to conducting the actual interviews with the chosen participants, a small number of trials (three interviews) were carried out with one teacher, one head teacher, and one English supervisor in order to give the researcher

the chance to familiarise herself with the interview process and the questions as well as to make any necessary amendments. Subsequently, the translation of the interview questions from English to Arabic was conducted.

Since all the participants spoke Arabic as their native language, the interviews were carried out in Arabic. After these processes were completed, a transcription of the information derived from them in Arabic was conducted. I took only one interview transcription to be translated from Arabic to English as an example of the interview script in English. However, all the other transcriptions and processes of thematic analysis were conducted in Arabic. The table of codes, categories and themes, in addition to the final report were translated into English. The data was subjected to thematic analysis and classified into themes and sub-themes. As advised by Radnor (2001), reference was made to the aims of the research to shape this analysis.

5.8 Data collection

The different procedures and activities related to the research design were carried out over a period of twelve weeks as is demonstrated in Table 5.3 below:

Table 5.3: Steps of data collection

Weeks	Activities
Week1	<ul style="list-style-type: none"> -Acquisition of approval from the ethics committee of the University of Exeter. -Getting in touch with the relevant authorities in Saudi Arabia to obtain formal approval and necessary letters. -Organisation of meetings with some EFL teachers, head teachers and English language supervisors. -Organisation of the facilities required for the different procedures of data collection (questionnaire and interview).
Week2	<ul style="list-style-type: none"> -Distribution of information sheets and consent forms. -Organisation of a pilot study involving 20 EFL teachers from intermediate schools and 20 EFL teachers from secondary schools. -Review of the feedback obtained from the pilot study.
Weeks 3-5	<ul style="list-style-type: none"> -Distribution of information sheets and consent forms. -Undertaking of 121 questionnaires distributed among EFL teachers and preparation of interviews with sixteen specifically chosen participants. -Distribution of questionnaires. -Collection of finished questionnaires.
Weeks 6-7	<ul style="list-style-type: none"> -Getting in touch with the head teachers and English language supervisors. -Analysis of the questionnaires completed by the EFL teachers and selection of two

	groups to be interviewed according to their success or failure in benefiting from TPD and its influence on their teaching practice.
Weeks 8-11	<ul style="list-style-type: none"> -Distribution of information sheets and consent forms. -Undertaking the interviews with eight EFL teachers. -Undertaking the interviews with two head teachers and two English language supervisors. -Transcription the data from the 12 interviews.
Week 12	<ul style="list-style-type: none"> -Finish all tasks that have somehow been previously overlooked. -Collection of all materials and preparation for departure. -Writing the final report of the data collection and the analysis report.

5.9 Data Analysis

The statistical software programme SPSS was used to analyse the quantitative data obtained from the questionnaires, while thematic content analysis (TCA) was applied to analyse the qualitative data derived from the interviews. TCA was employed due to its simplicity, clarity and suitability for addressing particular research questions (Braun & Clarke, 2006).

5.9.1 Analysis of Questionnaires

A five-point Likert scale was used to code participants' answers with regard to the closed-ended questions. The data was introduced and stored in an Excel file, from where the researcher easily retrieved them later for SPSS analysis. The statistical tests were undertaken with SPSS to produce inferential and descriptive results and to contribute to the answering of specific research questions. A calculation of the percentages and frequencies of the different data categories emerging from the questionnaire were conducted, while presentation of results was applied in the form of charts and tables.

5.9.2 Analysis of Semi-Structured Interviews

All interviews were audio-recorded, transcribed, and summarised in categories which were presented in themes tables supported by relevant citations for some participants (Brown, 2014). To ensure the validity of the interviews, all interviews were transcribed into Arabic and emailed to the participants. Consequently, the responses provided by the EFL teachers, the English supervisors and head teachers were sent to them in the form of written transcriptions in Arabic, so that they could check their accuracy. This procedure is known as respondent validation (Randor, 1994). One interview was transcribed and translated to English as an example and trial run for the re-assurance of good practice based on thematic analysis. The supervisor of the current study assessed the results and with the participants' permission, the procedure was

implemented on all interviews in Arabic and the final report of the interviews' analysis was generated in English.

The analysis of the qualitative data from the interview was undertaken through the three steps proposed by Miles and Huberman (1994). Thus, the first step involves elimination of repetitive data, putting emphasis not on words but on meaning through the application of coding and labelling (Radnor, 1994). The second step involves data presentation in keeping with the procedures of thematic analysis (Ritchie & Lewis, 2003). The third step involves description of the main findings of analysis as well as arguments and commentaries (Holliday, 2002) to extend a comprehensive understanding of the topic at hand.

5.10 Ethical Considerations

The research was not initiated until it was approved by the ethics committee of the University of Exeter and the Ministry of Education of Saudi Arabia as well as by the researcher's study supervisors. The application for ethical approval incorporated all the research instruments, including the questionnaire and interview timetable, information sheet (*See appendix 6*), and participant consent form (*See appendix 8*). The process of data collection was commenced as soon as approval from the authorities listed above was obtained.

The researcher adopted a friendly and outgoing attitude to approach the target research population and encourage them to take part in the study, although participation was in no way obligatory. When participants decided to become involved, they were informed about the nature and purpose of the research, as well as about any possible risks that may arise. In addition, the researcher assured them that the information they provided would not be used by anyone else and their identity would not be disclosed. The researcher also gave participants her contact details.

When submitting an application for ethical approval from the University of Exeter (*See appendix 12*) and when formulating the consent forms and information sheets for the young and adult participants, there were a number of issues that the researcher took into account. These issues include non-obligatory informed consent given by all participants, the right of the participants to terminate their involvement in the research any time, the stipulations imposed by the United Nations with regard to the use of children as research participants and their rights, as well as the part played by the University of Exeter. The researcher was committed by the Data Protection Act 1998 and ensured that the information provided by the participants as well as their identity were kept confidential. Furthermore, the researcher would only make the research findings publicly available or bring them to the attention of the authorities if participants consent to this.

5.11 Potential challenges and related solutions

This study came across a range of difficulties and challenges, as outlined in the following part.

a) Considerable challenges included not only the formulation of the questionnaire and the organisation of the semi-structured interviews, but also the process of making sure that the instruments were reliable and valid. In order to make sure that the questionnaire and interview tools were reliable and valid, a pilot study was carried out, which also helped the researcher in ensuring that there was compatibility not only between the approaches and instruments applied in the present study and those of earlier studies, but also between this study and the cultural circumstances of the Saudi participants.

b) The transcription of oral Arabic dialect into formal written data also generated considerable challenges, as did the interpretation of the qualitative interview data without introducing bias and deciding whether to undertake this process in Arabic or in English. Despite the fact that the difficulty of achieving the transcription of oral dialect into formal written language was overcome, it did help that the interviewer, transcriber and researcher were one and the same person. Moreover, the researcher took an extra precaution to make sure that the transcription of the interviews had been done correctly by sending the written transcription to some participants so that they could check it.

c) The researcher addressed the challenge of data transcription and translation between Arabic and English by undertaking the transcription from Arabic into English of one form of interview notes, a transcription that was subsequently submitted for verification to the research supervisors. If the manner in which the data was transcribed was approved by the supervisors, then the researcher proceeded with the analysis of every Arabic transcription directly through Arabic. However, the final report generated in English included direct quotes from the participants who took part in the interviews.

Chapter 6: Findings

Part I: Quantitative Findings

6.1 Introduction

The findings of the research are divided into two components: the quantitative study, which used questionnaires with female EFL teachers to answer three research questions, and the qualitative study. The questionnaire was designed to investigate the perspectives of EFL teachers in service towards the definition of TPD, as well as the usefulness of TPD training in terms of English language teaching, professional development, and English language skill development. In addition, the questionnaire identified the difficulties and barriers facing these teachers during their involvement in the TPD training as well as during their teaching in Intermediate and Secondary school classrooms in Saudi Arabia.

The researcher used descriptive analysis, including percentages, frequencies, mean, and standard deviation, in order to analyse quantitative data through the numerical facts, including tables and graphs. Descriptive statistics is a procedure that aims to collect, classify, calculate, describe, and analyse qualitative data in a systematic way (Field, 2009). The difference between descriptive statistics and inferential statistics is that the latter introduces procedures on the basis of evidence and reasoning about a population from a sample. Contrastingly, descriptive statistics produces numerical results in an understandable and sensible way. In addition, descriptive statistic can simplify a large amount of data in a simple way, thereby producing a clear report summary of data and presenting information in tables or graphics (Field, 2009).

6.2 Demographic Analysis

The researcher selected all participants at random from schools in the city of Riyadh, Saudi Arabia. The table below illustrates that the vast majority of participants were native Saudi teachers and relatively few were expatriates. All participants spoke Arabic as their mother tongue, and 41% of the teachers had at least 10 years experience in teaching English, with 42% having attended two TPD training programme courses, and 73% holding a bachelor's degree. Many of the teachers worked in Intermediate schools (see Table 6.1).

Table 6.1: Participants' demographic information (n = 121)

Factors	Description	Frequency = (N)	%
Ethnicity of teachers	Saudi	117	97
	Overseas from Arab countries	4	3
Experience in teaching English	More than 10 years	50	41
	4-6 years	33	27
	7-10 years	26	22
	1-3 years	8	7
	Less than one year	4	3
Number of training courses attended	Two	51	42
	Three or more	33	27
	One	30	25
	None	7	6
Teaching qualification	Bachelor's degree	89	74
	Master's degree	19	16
	Other	12	10
	Diploma	1	1
School level	Intermediate	68	56
	Secondary	27	22
	Both levels	26	22

The most common modules teachers took as part of their TPD training programme were 'Teaching strategies and classroom management' and 'English language enhancement for teachers'. The most common formats for the training courses were workshops and demonstrations. Finally, most training courses took place during the school day (see Table 6.2).

Table 6.2: TPD Modules Training (N = 121)

Teachers	Description	Frequency = (N)	%
TPD modules	Teaching strategies and classroom management	107	88
	English language enhancement for teachers	31	26
	Introduction to English teaching	27	22
	Developing collaborative teaching lesson plans	26	22
	Other	8	7
	Problem-solving and conflict resolution	6	5
	Understanding the social and cultural context of the English language	4	3
Format of training course	Workshops	100	83
	Demonstrations	74	61
	Seminars	24	20
	Lectures	13	11
	Other	3	3
Location/time of training course	During the school day	120	99
	After the school day	1	1
	Online	1	1
	Before the school day	0	0
	At the end of the school year	0	0
	Other	0	0

Due to the limited time available for the field study, the researcher trained some postgraduate students to join in the administration of the questionnaire, thereby aiding the acquisition of the required responses from EFL teachers in Riyadh City. Therefore, the researcher managed to access 121 participants who filled in and satisfied the inclusion criteria for consideration of their

questionnaires. The process of data collection was managed by personal attendance and follow-ups from the current researcher. Out of 150 questionnaires, 29 were excluded as non-valid because they failed to satisfy the research's inclusion criteria. For example, certain participants answered all the questions by choosing the same option, others left questions unanswered, and others failed to complete the demographic information section.

The researcher encoded the questionnaire to facilitate matching for the second phase (interviews), and this was followed by data entry into the computer. In turn, The SPSS software was employed for data analysis. Descriptive analysis was conducted to answer the scheduled three research questions by using frequencies, percentages, mean, and standard deviation. The minimum significance level which has been considered in this part of the study was 0.05, thereby aiding in the determination of whether the relation or differences between variables was statistically significant.

6.3 Descriptive Statistics of the quantitative research

6.3.1 The perspectives of in-service female EFL teachers regarding the definition of TPD

It was necessary to examine the perspectives of EFL teachers towards the definition of TPD.

Table 6.3: Perspectives of EFL teachers towards the definition of TPD (N = 121)

Statement	Relative Frequency Distribution					Mean	St. deviation
	Strongly Agree	Agree	I Don't Know	Disagree	Strongly Disagree		
<p>“In education, the term Teacher Professional Development (TPD) may be used in reference to a wide variety of specialised training, formal education, or advanced professional learning intended to help teachers, and other educators in order to improve their professional knowledge, competence, skill, and effectiveness in the teaching practice”.</p> <p>B12/The above definition is a fair and accurate description of the TPD programme that is being conducted for me as an EFL teacher in Saudi Arabia.</p>	3	8	9	64	16	2.20	0.92

This part of the questionnaire explores EFL teachers' views regarding the definition of TPD training to establish if there is any conflict or refusal of the Ministry of Education's implementation of TPD training in the Saudi schools. Findings from this part show that 80% of

the teachers' views regarding the definition of TPD disagreed that the description of above TPD is applicable to the real and practical teaching practice. It seemed that many teachers were discontented and concerned about the definition of TPD. This was because these teachers found that TPD had not effectively helped their professional knowledge, competence, skill, and effectiveness in the teaching practice.

In addition, it was necessary to examine the perspectives of EFL teachers towards TPD, the usefulness of TPD training for English language teaching, the usefulness of TPD training for professional development, and the usefulness of TPD training for English language skill development. This part of the questionnaire examined EFL teachers' attitudes towards the different aspects of TPD training regarding its implementation in the educational system in schools in Saudi Arabia .

6.3.2 Attitudes of EFL teachers towards different aspects of TPD training

Table 6.4: Attitudes of EFL teachers towards different aspects of TPD training (N = 121)

Statement	Relative Frequency Distribution					Mean	St. deviation
	Strongly Agree	Agree	I Don't Know	Disagree	Strongly Disagree		
C13/I am satisfied with the quality of information and skills provided in the courses I have attended.	1	5	3	30	61	1.55	0.85
C14/The programme is of practical use in my teaching.	0	15	8	68	9	2.29	0.83
C15/The TPD programme matches my personal needs.	8	56	5	28	3	3.40	1.06
C16/The role of my head teacher is useful with regards to my participation in the TPD courses.	11	76	4	7	2	3.86	0.79
C17/I believe the development of the TPD programme is based on relevant and accurate research evidence.	15	40	28	14	3	3.49	1.01
C18/ I am actively involved in planning the TPD programme.	2	6	7	81	5	2.18	0.68
C19/ My involvement in the TPD programme has helped me to strengthen my relationship with my students.	14	55	12	17	2	3.63	0.98
C20/My involvement in TPD has positively affected the performance of my students.	12	55	10	20	3	3.55	1.02
C21/The training delivery of the TPD programme was tailored effectively to suit the culture in the KSA.	6	60	12	19	3	3.45	0.97
C22/The TPD programme enhances the follow-up supervision process.	6	21	18	49	6	2.71	1.04
C23/The TPD programme has been designed for long-term rather than short-term teaching service.	2	3	14	72	9	2.17	0.70
C24/I am keen to transfer any experience and skill which I have acquired from attending the TPD programme to my colleagues, whether in the same school or in a different school.	20	48	9	21	2	3.62	1.10
C25/My involvement in the TPD programme has provided me with opportunities to learn the theory behind the practice.	12	52	17	17	2	3.55	0.99

Findings from this part demonstrated that 40% - 60% of teachers held positive views towards TPD training as TPD training is transferral to other colleagues; matched with their personal needs and was developed based on relevant research evidence; to suit The KSA's culture; to balance between theory and practice; to strengthen relationship with students; and to improve the performance of their students. In line with this, 76% of EFL teachers acknowledge and value the role of their head teachers as enormously useful in terms of their participation in the TPD courses.

It appears that around half of these EFL teachers positively considered the use of TPD training, especially when learning or teaching subjects such as English language which do not contradict their belief system or culture.

However, 62 % of teachers displayed extreme and strong negative attitudes towards TPD training because they were not satisfied with the quality of information and skills provided in the TPD training courses they attended. Similarly, 72% - 81% of EFL teachers (who represent a significant majority of participants), believe that they are not given the chance to engage in the planning stage of TPD. Furthermore, they considered that the TPD training had not been designed for long-term teaching service. In line with this, 50% - 68% of EFL teachers displayed negative attitudes towards other issues as these teachers believed that TPD training is not practically useful when teaching as TPD training does not enhance the follow-up supervision process.

6.3.3 Perspectives about the impact of TPD training for English language teaching

This part of the questionnaire explored EFL teachers' perspectives towards the usefulness of TPD training for English language teaching in classrooms in Saudi Arabia (see Table 6.5).

Table 6.5: Perspectives of EFL teachers towards impact of TPD on English language teaching
(N = 121)

Statement	Relative Frequency Distribution					Mean	St. deviation
	Strongly Agree	Agree	I Don't Know	Disagree	Strongly Disagree		
D26 /TPD training courses have helped me develop skills regarding the measurement of teaching efficacy.	20	60	4	14	2	3.83	0.96
D27 /The courses provided by the TPD programme are relevant to my day-to-day teaching practice.	1	10	2	70	17	2.07	0.82
D28 /I feel the TPD training programme increases my pedagogical knowledge in classroom teaching.	9	67	4	17	3	3.62	0.98
D29 /The TPD training programme allows me to better understand how my students approach their learning.	12	64	7	17	0	3.72	0.89
D30 /As a consequence of my attendance at TPD training courses, the learning of my students has improved.	12	55	15	16	2	3.61	0.95
D31 /My TPD training has helped me to produce educational materials and activities that improve my teaching.	1	12	11	61	15	2.23	0.88
D32 /I can apply what I have learned in the TPD programme in the classroom.	2	2	5	79	12	2.01	0.63
D33 /The training in the TPD programme has been necessary for improving my English teaching.	21	58	2	17	2	3.79	1.09

Findings show that 55% - 67% of teachers demonstrated a consensus of positive opinion towards developing skills in pedagogical and teaching aspects, in addition the results show a better understanding towards how the academic performance of students can be improved. Also, they believe TPD training has been necessary for improving English teaching among teachers.

However, a significant majority (61% - 79%) of teachers showed negative perspectives towards TPD training, as these teachers considered it to not be fully relevant to their day-to-day teaching practice; TPD training has not greatly helped to produce educational materials and activities that improve their teaching; and teachers cannot apply what they have learned in the TPD training courses in their classroom. It looks as if the teachers argue that TPD training must be developed based on the daily needs of teachers during their teaching in the classroom. This could lead them

to conclude that involvement of the teacher in the team for developing TPD training is essential for achieving good outcomes.

6.3.4 Perspectives about the usefulness of TPD on professional development

This part of the questionnaire identified EFL teachers' perspectives regarding the usefulness of TPD training for professional development (see Table 6.6).

Table 6.6: Perspectives of EFL teachers towards usefulness of TPD on professional development
(N = 121)

Statement	Relative Frequency Distribution					Mean	St. deviation
	Strongly Agree	Agree	I Don't Know	Disagree	Strongly Disagree		
D34/ TPD training has strengthened my ability to be a researcher as well as a teacher.	1	4	3	21	71	1.43	0.82
D35/ TPD training has provided me with a clear vision that my school is part of a larger system which needs to be considered in the teaching/learning process.	2	14	12	63	9	2.36	0.89
D36/ TPD training has developed my leadership qualities as a teacher.	0	1	8	80	11	1.99	0.47
D37/ TPD in-service training has enabled me to conduct a self-evaluation of my teaching.	2	13	12	61	12	2.31	0.91
D38/ The TPD training programme has enabled me to build a learning community with colleagues and also between school and home.	2	23	14	54	7	2.59	0.97
D39/ The TPD training programme has helped me to consider the cultural context of my students.	7	54	15	21	3	3.41	1.01

The findings showed that 54% of teachers displayed a positive view that the TPD training programme is valuable in helping them to consider the cultural context of their students. However, 71% of teachers displayed strong negative views, as they believed that TPD training has not strengthened their ability to be a researcher as well as a teacher. Similarly, more than 54% of teachers showed negative views about the four issues: a) 63% of teachers showed that TPD training does not provide teachers with a clear vision that their school is part of a larger

system which needs to be considered in the teaching/learning process; b) 80% of teachers showed that TPD training has not developed their leadership qualities as a teacher; c) 61% of teachers showed that TPD in-service training has not enabled teachers to conduct self-evaluations with respect to their teaching; and d) 54% of teachers showed that the TPD training programme has not enabled teachers to build a learning community with colleagues and also between school and home.

It seems that the negative views among teachers are larger than the positive views in regard to how much TPD can strengthen professional development among EFL teachers. This indicates that the current TPD training in the KSA needs to consider crucial issues such as teachers exclusion from the team who are responsible for developing the TPD training; lack of leadership and self-evaluation among teachers, in addition to not acknowledging the systemic layers for input and output of TPD which can consider the community as the extended learning and teaching environment.

6.3.5 Perspectives about the usefulness of TPD on English language skill development

This part of the questionnaire explored EFL teachers' perspectives towards the usefulness of TPD training in developing their language proficiency across language skills during their teaching practice in classrooms in Saudi Arabia (see Table 6.7).

Table 6.7: Perspectives of EFL teachers towards usefulness of TPD on English language Skill development (N = 121)

Statement	Relative Frequency Distribution					Mean	St. deviation
	Strongly Agree	Agree	I Don't Know	Disagree	Strongly Disagree		
D40 /The TPD training programme has helped me improve my listening skills in English.	0	6	14	73	7	2.21	0.66
D41 /The TPD training programme has helped me improve my ability to speak English.	1	5	5	78	11	2.09	0.71
D42 /The TPD training programme has helped me improve my skills in reading English.	11	25	2	55	7	2.79	1.22
D43 /The TPD training programme has helped me improve my skills in English grammar.	1	6	5	82	6	2.16	0.68
D44 /The TPD training programme has helped me improve my ability to translate between Arabic and English.	6	12	9	65	8	2.41	1.00
D45 /The TPD courses make use of modern methods of English teaching.	6	41	25	21	7	3.16	1.06

Only one issue was responded to positively, with 40 % of teachers considering that TPD courses utilise modern pedagogical methods for English teaching. However, 55% - 81% of teachers displayed disagreement views, stating that TPD training has not helped them to improve their listening and reading skills, their English grammar, or their ability to translate between Arabic and English. TPD should be effectively integrated and cover all the important components for improving and supporting teachers in both pedagogical and English language Skill development.

In general, it seems that the in-service female EFL teachers hold positive and negative perspectives of in Intermediate and Secondary schools towards the usefulness of TPD training. The rate of positive view is 40%-67% among these teachers, while the rate of negative views is 60% - 81%. This means that the current TPD training in the KSA fails to get approval and contentment from the majority of these teachers.

6.3.6 The challenges encountered by EFL teachers

This part of the questionnaire addresses the challenges encountered by EFL teachers during TPD training (see Table 6.8).

Table 6.8: Challenges encountered by EFL teachers during TPD Training (n = 121)

Statement	Relative Frequency Distribution					Mean	St. deviation
	Strongly Agree	Agree	I Don't Know	Disagree	Strongly		
E46/I received sufficient TPD training to help me in my work as an EFL teacher.	3	7	5	73	12	2.15	0.82
E47/I found the methods of presentation to be interesting and relevant to my work.	3	10	5	65	17	2.18	0.94
E48/There was sufficient opportunity for the teachers attending the courses to share their knowledge and experience.	10	60	7	20	3	3.54	1.03
E49/The training provided in the TPD courses properly addressed the skill needs of the teachers.	3	5	7	33	52	1.73	0.98
E50/The training provided by the TPD courses for EFL teachers has been on a regular basis.	1	10	6	30	53	1.76	1.00
E51/The skills required for teaching the English language were comprehensively covered.	3	15	4	70	8	2.33	0.92
E52/The pedagogical content in the professional development courses has been useful.	3	16	5	64	12	2.36	1.00

E53 /The assignments and activities in TPD training strengthened my professional development.	8	57	12	17	6	3.45	1.06
E54 /I receive adequate follow-up assistance from the TPD providers after having participated in training courses.	11	55	6	19	9	3.40	1.18

55% - 60% of teachers believe that there is sufficient opportunity for the teachers to attend the courses and to share their knowledge and experience; that the assignments and activities strengthened their professional development; and that teachers receive adequate follow-up assistance from the TPD providers after having participated in training courses.

However, 52% - 53% of teachers showed extreme disagreement towards receiving the required skills in TPD training on a regular basis, because they considered that the training provided in TPD courses is not effective in addressing the skills they need. In addition, the teachers stated that they did not receive training on a sufficiently regular basis. Similarly, 64% - 73% teachers state the insufficiency of TPD training to help teachers in their work in the field of EFL; the uninteresting and irrelevant methods of presentation; the lack of comprehensive coverage regarding the skills required for EFL; and finally, the lack of utility for the pedagogical content in the professional development course.

6.3.7 The difficulties do female in-service teachers face when practicing their teaching in the classroom according to what they have learned from TPD training.

This part of the questionnaire aimed to explore the difficulties encountered by EFL teachers while practicing their teaching in the classroom (see Table 6.9).

Table 6.9: Difficulties during teaching practice in the classroom (N = 121)

Statement	Relative Frequency Distribution					Mean	St. deviation
	Strongly Agree	Agree	I Don't Know	Disagree	Strongly Disagree		
E55 /The large number of students in the classroom makes the progress of the TPD programme more limited.	45	45	5	5	0	4.30	0.78
E56 /The TPD programme motivates me to overcome obstacles in my teaching at school.	2	11	7	67	13	2.21	0.86
E57 /I receive adequate classroom support from the head teacher of EFL.	7	50	8	27	8	3.19	1.16
E58 /The level of overall support received from the English supervisor is sufficient.	17	48	3	26	6	3.45	1.21
E59 /The level of IT support (hardware and/or software) is satisfactory.	1	4	2	29	64	1.48	0.81

The above table shows that 90% of EFL teachers agreed that the large number of students in the classroom makes the progress of the TPD training more limited; 57% of teachers received adequate classroom support from their head teacher; and 65% of teachers showed that the level of overall support received from the English supervisor was sufficient and, moreover, that their supervisor encouraged their attendance at in-service courses. However, 64% of teachers strongly believed that the level of IT support (hardware and/or software) was not satisfactory. In line with this, 67% of teachers state that the TPD training did not motivate teachers to overcome obstacles in their teaching at school.

6.4 Inferential Analysis

One-way ANOVA was used to explore the effects of the number of training courses and its relation to attitude towards TPD training, and it aided in the identification of the differences between the number of training courses and the difficulties faced by teachers during their involvement in TPD training and classroom teaching. In addition to this, one-way ANOVA was used to identify whether a difference exists regarding the difficulties encountered with TPD training and the difficulties encountered during classroom teaching regarding the school levels: Intermediate, Secondary, and both. Linear regressions were conducted to identify the most influential variables with regards to the usefulness of TPD training on development of professional skills, as well as the difficulties encountered by teachers during classroom teaching.

6.4.1 Effect of the number of training courses on the attitude of TPD

The one-way ANOVA analysis did reveal that there were significant differences between the perspectives of those who attended more courses compared to those who attended less TPD training courses amongst female EFL teachers [$F = (3,117) = 0.02$, $p < 0.05$, $n = 120$). A significant difference was identified through post-hoc analysis (Scheffe test) such that teachers who attended few training courses demonstrated a significantly greater positive perspective towards TPD ($M = 43.00$, $SD = 2.94$), compared to teachers who attended several training courses ($M = 38.90$, $SD = 3.65$). Therefore, it seems that teachers who attended more TPD training courses do not generate a favourable perception towards TPD training, and it is noted that teachers who had attended less training courses displayed a more positive attitude than those who had attended more training sessions.

This result indicates that TPD training courses fail to effectively meet the needs and ambitions of teachers, and these teachers discover and realise this fact only after they have been involved in the courses. This problem might be related to the strategy and goals of the TPD training in Saudi Arabia, thereby requiring deep investigation from the Ministry of Education. Moreover, it indicates certain weaknesses regarding the effectiveness and quality of TPD training courses for English teachers. Hence, this is a crucial point that the responsible authorities within the Ministry of Education must consider. TPD training programmes should be carefully developed based on the needs of English teachers and, importantly, the development of TPD training programmes and strategies should involve teachers, school management teams, English supervisors, and experts from within and out of the Ministry of Education.

6.4.2 Effect of School Type

One-way ANOVA revealed that significant differences exist between and among the perspectives of teacher groups teaching at different school levels (namely Intermediate, Secondary, and Both) with regards to TPD usefulness on English Language teaching amongst female EFL teachers [$F = (2,118) = 6.17$, $p = 0.01$, $n = 120$). A significant difference was identified through post-hoc analysis (Scheffe test) such as that teachers who work in Intermediate schools experienced a significantly greater positive influence on their level of English language teaching ($M = 25.57$, $SD = 2.14$) than teachers who work in Secondary schools ($M = 24.04$, $SD = 3.22$) or both Intermediate and Secondary school ($M = 23.92$, $SD = 2.42$). This means that the satisfaction level of English teaching displayed by teachers working in Intermediate schools is impacted more positively than English teachers teaching in other school types. This could suggest that teachers in Intermediate schools have had good experiences with

TPD and, in this way, have received more respect and support from school management in addition to the quality of the TPD training programme itself.

The One-way ANOVA analysis also revealed significant differences between school level with regards to the usefulness of TPD on language skill development amongst female EFL teachers [$F = (2,118) = 9.27$, $p = 0.001$, $n = 120$]. A significant difference was identified through post-hoc analysis (Scheffe test) such as that teachers who work in both school types have a significantly greater impact on language skill development ($M = 16.62$, $SD = 3.23$) than their counterparts who work in only Intermediate schools ($M = 14.34$, $SD = 1.91$) or Secondary schools ($M = 14.30$, $SD = 2.58$). This means that teachers who work in both school types were positively impacted by the usefulness of their English language skill development. This positive impact might be related to the positive atmosphere associated with the improvement of personal and professional skills within the favourable interactions in the combined school.

One-way ANOVA also revealed significant differences between school level with regards to the difficulty in involvement in the TPD training amongst female EFL teachers [$F = (2,118) = 3.72$, $p < 0.05$, $n = 120$]. A significant difference was found through post-hoc analysis (Scheffe test) such as that teachers who work in both school types encountered significantly fewer difficulties during their attendance in TPD training courses ($M = 24.15$, $SD = 3.17$) compared to teachers who work in Secondary schools ($M = 21.96$, $SD = 3.65$). This might mean that teachers who work in both Intermediate and Secondary schools have had favourable TPD experiences.

6.4.3 The Most Influential Independent Variables on TPD Training

a) Usefulness of TPD training on English language teaching

The independent variables shown in Table 6.10 (namely, school level and the two lecture format modules [understanding the social and cultural context of the English language and teaching strategies and classroom management]) were found to have the strongest influence on the performance and implications of the TPD training programme compared to the other variables ($R^2 = 0.30$, $p = 0.01$, Regression Coefficient Beta Value = 0.27 - 0.46).

Table 6.10: Linear regression coefficient for the usefulness of TPD training on English language teaching and independent variables

Independent variable	R	R Square	F	Sig. F	T	Sig. T	Standardised Coefficient Beta
English teaching experience	0.54	0.30	2.37	0.01	0.11	0.91	0.011
Number of training courses					0.09	0.97	0.004
Teaching qualification					0.19	0.85	0.018
School level					4.68	0.001	0.466
Module (9.2): Understanding the social and cultural context of the English language					3.61	0.001	0.381
Module (9.3): Teaching strategies and classroom management					2.70	0.01	0.277

* Significant at the 0.05 level (2-tailed)

** Significant at the 0.01 level (2-tailed)

*** Significant at the 0.001 level (2-tailed)

This indicates that an increase in these independent variables is associated with greater TPD training usefulness for English language teaching amongst female EFL teachers.

b) Usefulness of TPD training on professional development

The independent variables shown in Table 6.11 (namely, school level and the two lecture format modules [understanding the social and cultural context of the English language and teaching strategies and classroom management]) were found to have the strongest influence on the performance and implications of TPD training compared to the other variables ($R^2 = 0.33$, $P = 0.01$, Regression Coefficient Beta Value = 0.35 - 0.38).

Table 6.11: Linear regression coefficient for the effectiveness of TPD training on professional development and independent variables

Independent variable	R	R Square	F	Sig. F	T	Sig. T	Standardised Coefficient Beta
English teaching experience	0.57	0.33	2.77	0.001	1.13	0.25	0.11
Number of training courses					0.72	0.47	0.07
Teaching qualification					1.86	0.06	0.17
School level					3.69	0.01	0.35
Module (9.2): Understanding the social and cultural context of the English language					4.31	0.001	0.36
Module (9.3): Teaching strategies and classroom management					3.83	0.01	0.38

* Significant at the 0.05 level (2-tailed)

** Significant at the 0.01 level (2-tailed)

*** Significant at the 0.001 level (2-tailed)

This indicates that an increase in these variables is associated with greater TPD training utility for professional development amongst female EFL teachers.

c) Usefulness of TPD training on English language skill development

The independent variables shown in Table 6.12 (namely, school level and the two lecture format modules [understanding the social and cultural context of the English language and English language enhancement for teachers]) were found to have the strongest influence on the performance and implications of the TPD training compared to the other variables ($R^2 = 0.32$, $P = 0.01$, Regression Coefficient Beta Value = 0.27 - 0.37).

Table 6.12: Linear regression coefficient for the usefulness of TPD training on English language skill development and independent variables

Independent variable	R	R Square	F	Sig. F	T	Sig. T	Standardised Coefficient Beta
English teaching experience	0.56	0.32	2.61	0.001	0.62	0.53	0.06
Number of training courses					0.07	0.95	0.01
Teaching qualification					1.33	0.18	0.13
School level					3.75	0.001	0.37
Module (9.2): Understanding the social and cultural context of the English language					2.94	0.01	0.31
Module (9.5): English language enhancement for teachers					2.67	0.01	0.27

* Significant at the 0.05 level (2-tailed)
 ** Significant at the 0.01 level (2-tailed)
 *** Significant at the 0.001 level (2-tailed)

This indicates that an increase in these independent variables is associated with greater TPD training utility for English language skill development amongst female EFL teachers, and this favours teachers who work in combined schools.

d) Difficulties faced by teachers during teaching

The independent variables shown in Table 6.13 (namely, teaching qualifications, school level, and the lecture format module [problem-solving and conflict resolution]) were found to have the greatest influence on minimising the difficulties faced during classroom teaching ($R^2 = 0.32$, $p = 0.05$ and $P = 0.01$, Regression Coefficient Beta Value = 0.20 - 0.28).

Table 6.13: Linear regression coefficient for difficulties faced by teachers during teaching and independent variables

Independent variable	R	R Square	F	Sig. F	T	Sig. T	Coefficient regression
Number of training courses	0.57	0.32	2.73	0.001	1.15	0.25	0.10
Teaching qualification					2.52	0.01	0.24
School level					2.87	0.01	0.28
TPD Module: Problem solving and conflict resolution.					2.15	0.03	0.20
Format of training course: Lectures					2.91	0.01	0.27

This suggests that Intermediate school teachers who take the above module in lecture format can minimise the difficulties they face during classroom teaching. In addition, the difficulties during teaching were reduced to a greater degree among teachers who worked in the Intermediate schools when compared to those who worked in the Secondary and Both school types.

6.5 Summary of quantitative findings

The purpose of this section is to outline the main findings in relation to the research questions, in addition to any additional findings worthy of note.

a) The attitude of in-service female EFL teachers towards TPD training

Findings show that 64% of the teachers' views regarding the definition of TPD were negative about this issue. It seemed that many teachers were discontented and concerned with the definition of TPD as outlined above, because it might be that the teachers found that the TPD had not effectively increased their professional knowledge, competence, skill, and effectiveness in the teaching practice.

Also, the findings show that many teachers are discontented and concerned with TPD training because the approaches it advocates were not perceived as compatible with their expectations in terms of facilitating their daily practical teaching in the schools. Nevertheless, 40% - 60% of the teachers displayed positive attitudes (Scale 2:C13-C25) towards TPD training, considering that TPD training has been developed based on sensitivity to culture and research evidence which matches their personal needs. This subset of teachers thought that what they learnt from TPD training could be shared and transferred to other teachers in different schools. In addition to this, they believed that TPD training helped them to strengthen their relationship with their students and improve the academic performance of their students. In addition, 76% of teachers state that the role of their head teachers was useful with regards to their participation in the TPD courses. Finally, these teachers stated that they found it useful to learn the theory underlying their teaching practice.

However, 62% of teachers displayed strong negative attitudes towards TPD training, because they were not satisfied with the quality of information and skills provided in the TPD training courses they attended. 81% of EFL teachers showed negative attitudes because of their lack of active involvement in the TPD training planning; 72% of teachers believe that TPD training was not designed for long-term teaching service; 68% of teachers state that the training was not of practical use for their teaching; and 49% of teachers observe that TPD training does not enhance the follow-up supervision process.

b) The perspectives of in-service female EFL teachers towards the usefulness of TPD

Up to 70% of the teachers showed a consensus of positive opinion towards five points regarding the degree to which TPD training was useful with respect to English language teaching: first, it helped teachers develop skills that could be employed to measure their level of teaching efficacy; second, it increased the pedagogical knowledge of teachers in classroom teaching; third, it allowed teachers to better understand how their students approached their learning; fourth, it improved students' learning; and fifth, it improved the overall scope and trajectory of English teaching. However, a consensus of negative perspectives indicated that up to 79% of the teachers considered the training courses to be irrelevant in their day-to-day teaching practice; unhelpful in aiding the production of educational materials and activities for teaching improvement; and inapplicable to the actual practice of teaching.

54% held a positive view towards the usefulness of TPD regarding professional development, with this subset of teachers considering that it helped them to consider the cultural context of their students. However, 71% displayed strong negative views towards the same statement, stating that TPD training was not effective in strengthening their ability to be a researcher as well

as a teacher. Similarly, other teachers provided negative views regarding four key issues: first, in terms of the usefulness of TPD with respect to professional development, they believed that they were not provided with a clear vision that their school is part of a larger system which needs to be considered in the teaching/learning process; second, TPD training was not seen as having developed their leadership qualities as a teacher; third, TPD in-service training was not regarded as having enabled teachers to conduct self-evaluations of their teaching; and fourth, TPD training was not seen as having enabled teachers to build a learning community with colleagues and also between school and home.

40% of teachers held a positive view towards the usefulness of TPD on English language skill development, with this subset of teachers considering that TPD training utilised modern pedagogical methods for English teaching. However, up to 82% of these teachers displayed negative views towards this statement, stating that TPD training was unhelpful in improving their listening, reading, grammatical, and translation skills.

c) Barriers encountered by EFL teachers during TPD training

Up to 60% of teachers agreed that there was sufficient opportunity for them to attend the courses and to share their knowledge and experience; that the assignments and activities strengthened their professional development; and that they received adequate follow-up assistance from the TPD providers after having participated in training courses. However, a considerable proportion of 53% of teachers considered that the training provided did not properly address their needs. In addition to this, this subset of teachers claimed that they did not receive training on a regular basis. Similarly, up to 73% teachers stated that they had not received sufficient TPD training to help them in their work as EFL teachers; that the methods of presentation were uninteresting and irrelevant to their work; that English language teaching skills were not comprehensively covered; and finally, that the pedagogical content in the professional development courses was not useful.

d) Difficulties encountered by EFL teachers during classroom teaching

Half of the EFL teachers agreed that the numbers of students in the classroom should not be large in order to enable teachers to support their students. In addition, these teachers responded positively to the statement that they had received adequate classroom support from their head teacher, and they indicated that the level of overall support received from their English supervisor was sufficient. Moreover, this subset of teachers highlighted the fact that they were satisfied with the way in which their supervisor encouraged their attendance at in-service courses. However, 64% of teachers displayed extreme and negative views towards the difficulties facing teachers in the classroom, with these teachers strongly believing that the level of IT support (hardware and/or software) was not satisfactory. In a related way, 70% of teachers expressed

negative views in that TPD training failed to motivate teachers to overcome obstacles in their teaching at school.

In general, a series of positive attitudes were found among EFL teachers towards TPD training and its usefulness on their personal and professional skills, in addition to the way in which it partially improved their English skills. However, more than half of the female EFL teachers in the current study encountered barriers in their involvement to TPD training, and it was clear that these teachers were still facing considerable difficulties in their classroom teaching despite their attendance at the TPD courses.

The findings did not indicate any significant differences due to teachers' ethnicity, English teaching experience, or teaching qualifications with regards to their perspectives on TPD. Likewise, teachers' qualifications had not a significant impact in reducing the level of difficulty teachers faced in their schools.

It appears that attending any number of TPD training courses does not generate a positive perception towards TPD training, and it was revealed that teachers who have not experienced any training courses show greater positivity than those teachers who have. This result indicates that TPD training courses do not effectively meet the needs and ambitions of teachers, and these teachers only discover and realise this fact after participating in training courses. The problem might be related to the strategy and goals of TPD training in Saudi Arabia, and this highlights the need for deep investigation on the part of the Ministry of Education. Ultimately, it is clear that weaknesses regarding the effectiveness and quality of the TPD training courses for English teachers exist, and this is a crucial point that the responsible authorities within the Ministry must consider. TPD training programmes should be carefully developed based on the needs of English teachers and, importantly, the development of TPD training programmes and strategies should involve teachers, school management teams, English supervisors, and experts from within and outside the Ministry of Education.

The findings indicate that the greater the number of training courses teachers attend, the fewer difficulties they are likely to encounter during their involvement in such courses. Teachers in Intermediate schools showed a more positive impact on their English teaching than their counterparts in the other school types, and this could suggest that Intermediate school teachers have had favourable experiences with TPD. This could involve the receipt of more respect and support from school management, in addition to the quality of the TPD training programme.

However, the teachers who work in both school types indicated that their English language skill development had been positively impacted. This positive impact might be related to the positive atmosphere associated with the improvement of their personal and professional skills, created

because of the good interactions in both combined schools. In line with this, the teachers who work in both Intermediate and Secondary schools highlighted their favourable experience of TPD, which reflected positively on reducing the difficulties associated with involvement in the TPD training courses. The teachers who work in the Intermediate schools indicated a good experience of TPD, and this was seen to positively influence their teaching practice by reducing the number of difficulties faced during classroom teaching.

Certain independent variables, including school level, the lecture format, and the three TPD modules (namely, understanding the social and cultural context of the English language, teaching strategies and classroom management, and English language enhancement for teachers) were associated with greater TPD training utility with regards to English language teaching, English language skill development, and professional development for the female EFL teachers, and it was demonstrated that this helps them to work effectively in the combined schools. Moreover, findings indicate that Intermediate school teachers who take the ‘problem-solving and conflict resolution’ module in lecture format can minimise the difficulties they face during classroom teaching. Furthermore, the difficulties encountered during teaching were reduced to a greater degree among Intermediate school teachers when compared to the Secondary school teachers and those who worked in both school types.

6.6 Part II: Qualitative Findings

6.6.1 Introduction

In the previous part, the findings of the quantitative study were presented to answer the first and second research questions proposed, while the second part of the findings presents the qualitative study and uses thematic content analysis to answer the third and fourth research questions.

The first section introduces the findings of the teachers’ interviews under two major themes: a) teachers’ views on TPD; this theme includes seven sub-themes: ‘Descriptions of TPD’, ‘Perceived role of head teachers’, ‘Perceived role of supervisors’, ‘Role of teachers in designing TPD’, ‘Perceived benefits for students’, ‘Strengths of TPD training courses’ and ‘Weaknesses of TPD training courses’; and b) recommendations from teachers on how to improve TPD training courses; this second theme includes the sub-themes ‘Suggestions’ and ‘Criticism’.

The second section introduces the findings of the interviews with head teachers and English supervisors regarding their attitudes to TPD training courses. This section includes five major themes: a) head teachers’ and supervisors’ views on TPD, which includes three sub-themes: ‘Description of TPD’, ‘Impact of TPD on teachers’ and ‘Roles of head teachers and supervisors’; b) criticism, which includes one sub-theme: ‘Criticism’; c) challenges facing teachers in TPD

training courses, which includes one sub-theme: 'Weakness'; d) important features of TPD programmes, which generates one sub-theme: 'What makes TPD effective'; and e) views for changes, which produce one sub-themes: 'Suggestion for improvement'.

A mapping table is presented in each section and illustrates the major themes, sub-themes, categories and codes. Also, a summary is produced at the end of each section regarding the findings for teachers, head teachers and English supervisors.

6.6.2 Data Analysis Process

In line with the work of Braun and Clarke (2006), this research has implemented the qualitative data analysis framework as a way to guide the data analysis process. Although this framework is conceptually similar to those designed by Creswell (2012) and Miles and Huberman (1994), the effectively structured nature of the analysis phases characterises Braun and Clarke's (2006). One of the factors that contributes to their model in the present analytical framework is grounded in the open and inductive approach to coding and theme identification. The phases of the overall framework are as follows: (i) data familiarisation; (ii) initial code generation; (iii) theme identification; (iv) theme review; (v) theme definition and labelling; and (vi) report production. The purpose of the following subsections is to examine each phase in relation to the thematic analysis of the interviews with teachers, headteachers and supervisors.

First Phase: Data Familiarisation

Data familiarisation is the first step in the thematic analysis (TA) which is widely-used for analysis of qualitative data. This process aims to enable the researcher to be familiar with the content of the interviews and to provide him/her with a good understanding before starting analyses of the data. The oral data was collected from the interviews with teachers, headteachers and supervisors. For the purpose of analysing the oral data, the audiotapes were transcribed to convert them into written format (Creswell, 2012). As per convention, the tapes were carefully played and replayed to produce the transcripts, and no modifications were made to the content.

Braun and Clarke (2006) detailed how transcription is a useful practice for the preliminary analysis phases because it facilitates a more comprehensive insight into the data. While some researchers neglect to produce transcripts, it is always preferable to do so in a qualitative research design because it facilitates more effective preparation for the next data analysis stage. In addition, in accordance with Creswell (2012), an examination and assessment of the data was conducted in the preliminary phase of the data analysis. This involved the researcher reading through the transcript data several times to become familiar with it. Furthermore, records were created concerning the structure of the data. Rather than using software to complete this process (for example, NVivo or MAXQDA), the researcher conducted the analysis manually.

Microsoft Word was used to familiarise the researcher with the data coding and analysis processes, primarily because it is helpful in keeping track of the copying, cutting, and pasting of quotations from the data into codes. In addition, Word was valuable in identifying the themes that were common across groups and, following this, compiling them into an individual file. The highlighting tools were used to differentiate between various codes and themes during this phase. When comparatively examined against other data analysis software, including NVivo and MAXQDA, Word was identified as a more effective way to organise the qualitative data. The interviews were analysed using the Arabic transcripts. High-quality and comprehensive data analysis could be achieved by capitalising on the advantages derived from an investigation in the participants' native language. When translated samples of the data are used for data analysis, extensive amounts of information are lost in translation (for example, the verbal communicative actions that the participants use to interact). For example, the responses given by the eight teachers were situated and sorted under their respective questions. Consequently, question one has eight responses from these teachers and a similar process is carried out in relation to the other questions. In view of this approach, the researcher can easily view all the responses for each question in a single location.

It is also worth noting that analysing a translated version of the collected data will eliminate its context-dependent meaning (Vallance *et al.*, 2005). Furthermore, the degree to which the textual data is consistent would be undermined by engaging with a translation rather than the original, especially when idiomatic or expressive aspects of the text are lost in translation (*ibid*). In view of this, the decision to conduct content analysis on texts in the Arabic language rather than an English translation has served as a way to increase the accuracy of findings. Once the themes were identified and coded, a representative interview was chosen to be translated from Arabic into English for analysis comparison (Vallance *et al.*, 2005).

Second Phase: Initial Code Generation

Once the researcher had gained familiarity with the collected data, the data coding phase was initiated. As defined by Creswell (2012), coding refers to the process by which the target texts are labelled and subdivided in such a way as to derive characterisations and overarching themes. As previously noted, the researcher decided to adopt an open and inductive strategy for data coding, thereby increasing flexibility. For the purpose of identifying the questions that were uniform across all the research respondents, colours were employed to correspond to different codes. In terms of what this entailed, one colour was used to indicate the preliminary codes identified in the respondents' answers to each sequential question, beginning with the initial question proposed. Following this, the revision of the preliminary codes for each interview

question presented to the respondents took place. It should be noted that an identical approach was employed to produce the codes pertaining to the different groups of respondents (namely, the teachers, headteachers, and supervisors). Once this had been achieved, the categorisation of the codes took place on the basis of their subjects (for example, strong/weak attitudes towards the TPD training programme).

Over the course of this phase, initial code generation took place carefully, and the researcher's thought processes consistently related back to the interviews and an interpretation of the meaning of the respondents' statements. Initial codes are any words that convey a meaning, and it is necessary to identify them to underpin refining and reviewing in the following steps. Throughout the process, the researcher produced the codes in conformance with Braun and Clarke's (2006) recommendation that certain portions of the data should be coded into the greatest possible number of relevant themes.

The researcher read and reviewed the responses given by the teachers for each question to understand every potential code associated with each interview question. Words which could convey meaning were reworded to produce initial codes, with this process excluding duplications or codes displaying a considerable degree of similarity. As a case in point, certain codes – 'acceptance', 'students' motivation' and 'students' enjoyment' – were grouped in the category of 'Satisfaction'. This category was aligned with another category, namely, 'Impact', into an overarching theme denoted as 'Perceived benefits for students'. All the codes were reviewed carefully to and developed to create these categories and themes (See Appendix 10,11).

Third Phase: Theme Identification

This phase was initiated after the completion of the previous phase, and its purpose was to broaden the focus of the data from narrowly-constructed codes to less-specific themes that various codes exhibited. In conformance with the recommendation of Braun and Clarke (2006), several codes which had a unifying strand were drawn together to establish potential themes, and this process was extended across all the coded data. It is important to recognise that code revision also occurred during this phase, thereby integrating seemingly different codes into an overarching pattern. As a case in point, certain codes, such as 'useful', 'communication' and 'criticism', were grouped into the different categories of 'Positive' and 'Negative', which were brought together under the theme of 'Perceived role of head teacher'. The 'Positive' and 'Negative' categories are also applied with the codes 'encouraging' and 'criticism' and positioned under the theme 'Perceived role of supervisor'. All the themes were reviewed carefully.

In addition, the configuration of codes from the preliminary list could be controlled in such a way as to collect various codes under a theme (or sub-theme). This process was tracked by employing the highlighting tool in Microsoft Word. In addition, comment boxes were used to mark and describe pertinent features of each code, thereby clarifying the associated themes in an efficient and straightforward way.

As previously stated, this phase led to various codes being integrated into overarching themes. In addition, other codes had been collected under sub-themes, which were then used to create a larger theme which encompassed all the smaller categories. Once this stage had been completed, it was possible to produce a preliminary theme map, which consisted of the following: (i) original themes; (ii) sub-themes; (iii) codes; and (iv) the data extract used to produce the code. This theme map is presented in Appendix 10,11 along with the various classifications. As a precautionary measure against the omission of important information, the data not included in the initial code generation phase was subjected to revision in combination with the coded extracts.

Fourth Phase: Theme Review

The purpose of this phase was to facilitate a revaluation of all the components of the theme map, thereby ensuring that the process was conducted in a reasonable and precise manner. The essential nature of this phase can be seen from the fact that it resulted in the identification of several pseudo-themes (specifically, themes which should not have been designated as themes). For example, each theme was reviewed in line with the content of the categories and codes. The initial themes were reviewed to ensure they represented the categories they were connected to. As a case in point, the theme of 'Description of TPD' was reviewed insofar as it covered the following categories: 'Attitude', 'Techniques' and 'Procedure'. All the other themes were reviewed through their categories and codes. Also, all the sub-themes were reviewed with their associated themes, such as 'Description of TPD', 'Perceived role of head teachers', 'Perceived role of supervisors', 'Role of teachers in designing TPD training courses', 'Perceived benefits for students', 'Strengths of TPD training courses' and 'Weaknesses of TPD training courses'. The sub-themes are located under the theme 'Teachers' views on TPD'.

One of the other valuable aspects of this process was that it undergirded the delineation of clear and lucid connections between the different data points contained under a single theme. Throughout this phase, additional care was taken to ensure the coherence of all data points under a theme and, moreover, to reinforce the robustness of the previously mentioned theme map. After completing this phase, the theme map could be used to produce meanings, gain efficient insight into the key themes, and to evaluate the relationships between themes.

It was similarly important at this stage to double check that the themes were viably integrated into the overarching context of the research. After achieving this, the researcher was able to acquire a reasonable overview of each theme's content and scope, thereby ensuring that the revised theme map was a cohesive and accurate representation of the analysis that had taken place (see Appendix 5). Once this process was completed, it was replicated again to ensure that all relevant data had been incorporated into consideration.

Fifth Phase: Theme Definition and Labelling

Once the researcher had established a clear understanding of what each theme meant in relation to the research question, theme definition and labelling was added to the theme map. This phase involved a thorough evaluation of every identified theme and code, which allowed the researcher to summarise their implications, their pertinence with respect to teachers' TPD experiences and their influence on classroom practice.

In addition to this, to obtain good internal consistency of the identified themes, the textual data integrated into its respective themes was evaluated according to the degree to which it collectively produced a smooth and coherent narrative. Finally, the ordering and naming of the themes was conducted with careful attention to guarantee that the theme map was cohesive and consistent. In view of the operations involved in this phase, the researcher became familiar with the nature of each theme and a comprehensive theme map was produced to reflect this (See Appendix 10,11).

Sixth Phase: Report Production

Having produced a final theme map, the final data analysis activity was conducted, followed by the production of the report. The purpose of this phase was to outline the research process as a narrative, with the description centring on the results and the use of certain data points to support the results. In terms of the data points extracted to corroborate the results, these were integrated in an analytical account, the chief goal of which was to engage in the interpretation of data against the research questions. Hence, a straightforward description of the data was not the aim.

The purpose of the next section is to outline the qualitative results, and this will entail an examination of the considerations relating to teachers', headteachers', and supervisors' attitudes towards TPD training and its influence on classroom practice.

6.6.3 Findings from the Teachers' Semi-Structured Interviews

As previously noted, eight semi-structured interviews were conducted with eight female teachers. The interviews with the eight EFL teachers aimed to facilitate the in-depth exploration of the impact of TPD amongst the female EFL teachers. The interviews sought to comparatively

examine teachers' opinions regarding any improvement in their skills and teaching practice based on successful TPD training. Consequently, positive and negative attitudes towards TPD were expressed. Eight interviews with teachers from intermediate and secondary schools were analysed. Each interview consisted of 14 questions and on average the interviews took around one hour to conduct.

The two major overlapping themes of 'Teachers' views on TPD' and 'Recommendations' led to the identification of nine sub-themes. The two major themes explain the views and beliefs expressed by teachers in their interviews regarding the TPD training course. These themes also apply to the recommendations provided by the teachers. Nine sub-themes, 24 categories, and 60 codes were identified, as shown in Table 6.14:

Table 6.14: Teachers' Interview Themes, Categories, Codes

Major Themes	Themes	Categories	Codes
Teachers' views towards TPD	Descriptions of TPD	Attitude	-Increase teachers' awareness -Increase motivation -Keep teachers updated
		Techniques	-Improve teaching skills and strategies -Modern teaching methods
		Procedure	-Promote interaction -Sources of training courses -Mixture of theoretical and practical
	Perceived role of head teachers	Positive	-Useful -Communication
		Negative	-Criticism
	Perceived role of supervisors	Positive	-Encouraging
		Negative	-Criticism
	Role of teachers in designing TPD training courses	Attendance	-Attend courses based on nominations
		Negative	-Criticism

	Perceived benefits for students	Satisfaction ----- Impact	-Acceptance -Students' motivation -Students' enjoyment ----- -Better learning outcomes -New teaching techniques -Sharing benefits between teachers and students -Relationships and communication with students
	Strengths of TPD training courses	Skills improved ----- Teaching methods ----- Providers ----- Improvement	-Enjoyable activities -Attitude towards training ----- -Practical teaching methods -Using new teaching strategies -Content and design of training ----- -Qualified trainers ----- -Sharing teachers' experiences -Benefits of training -Communication -Using Information Technology -Personal and professional capacity
	Weaknesses of TPD training courses	-Process ----- - Poor content	-Wasting time -Disturbing the teaching load -Follow-up -Individual differences ----- -Content of training -Clarity and organisation -Limited
Recommendation	Suggestions	-Procedures ----- -Communication	-Evaluation and assessments -Timing of training -Attendance ----- -Awareness and cooperation -Rewards for attendance

	Criticism	-Poor skills ----- -Procedure ----- Poor impact ----- Team ----- Assessment	-Content of training -Complete vision of development -Thinking skills ----- -Teaching load in the classroom -Size of classroom -Planning of training courses -Attendance -Average of number of training courses -Timing of training ----- -Poor benefit -Stigma and shame ----- -Communication -Competence of trainer ----- -Self-development -Interactive CD
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Key

Q: means question number of the interview schedule (1-14)

T: means Teachers

6.6.4 Teachers' views on TPD

Under the major theme of 'Teachers' views on TPD', teachers described their views on TPD. There are seven sub-themes under this theme, which reference what the teachers think about TPD training courses.

6.6.4.1 Description of TPD

Under this theme, teachers described their views on TPD. This theme refers to what the teachers know about the definition of TPD training courses and how they consider it. The teachers were asked to describe TPD training courses according to their experiences. The teachers were aware of the distinguishing various features of TPD. Their perceptions and views emerged in three categories: attitude, techniques and procedure.

a) Attitude

There was a significant majority among the teachers regarding their attitude towards the TPD training courses. The teachers revealed that TPD training courses increase their awareness and knowledge about teaching as they said:

"I found TPD important to increase my awareness, which positively affects my teaching" (T1,3.Q1).

Other teachers thereby believed that TPD strengthened their motivation to teach as well as helping them to keep a positive attitude towards teaching in schools. This was conveyed when they said:

“I had a good time during my involvement in the TPD training course, which improved my motivation and my teaching attitude” (T1,3,4.Q6,7,9).

And, moreover, other teachers believed that TPD updated their skills with new methods and pedagogical strategies. Subsequently, enabling them to be aware of any new and modern teaching methods. Supported when they said:

“I found TPD important to increase my awareness, which positively affects my teaching” (T1,3.Q1. “By being involved in the TPD training courses, I feel that I updated my skills with new methods and strategies in teaching” (T2, 3.Q3, 7).

b) Techniques

Few teachers explained that TPD training courses can provide them with favourable teaching skills and strategies. These methods of teaching are vital to enabling teachers to amend the way they deliver lessons, which is fundamental in coping with rapid technological change. Teachers must stay updated, otherwise they will not be able to deliver effective lessons.

“I think TPD training courses are useful and associated with the curriculum, and these courses give me a good opportunity to improve my teaching strategies and skills” (T1,4, 5:Q1,3,4,6).

However, other teachers suggested that the teaching methods used in TPD training programmes must be modern rather than traditional:

“TPD training courses help teachers to keep up to date with new teaching strategies and modern teaching” (T8.Q1).

c) Procedure

All the teachers described some elements of the training procedure. Firstly, they valued the importance of interaction, the exchange of information and the experiences derived from the courses from discussions with trainers and other teachers

“It was a great benefit to interact with other teachers and exchange experiences, this was one of the most useful experiences I gained from the TPD training courses” (T3,4. Q3,4,10) and similarly these teachers said: “It was a great benefit to interact with other teachers and exchange experiences, this was one of the most useful experiences I gained from the TPD training courses” (T3,4. Q3,4,10).

Also, teachers referred to two different sources of training: the Ministry of Education, which holds these training sessions inside or outside schools, and English supervisors who hold local training sessions inside schools

“Training courses have only two sources, the first one provided by the Ministry of Education, the second one provided by supervisors” (T1,3.Q10).

Moreover, teachers described that these training sessions included theoretical and practical aspects designed to achieve good progress among teachers

“I like these TPD training courses as they start by explaining the theories first and then they provide practical tools for teaching. In this way, the training course is useful” (T1.Q5).

6.6.4.2 Perceived role of head teachers

Under the theme of head teacher’s role in TPD, teachers expressed their views and thoughts about the role of head teachers in TPD training courses. This theme refers to how the teachers see the role of head teachers, whether positive or negative, towards these training sessions. Teachers’ views emerged in two categories: positive and negative. Some teachers believe that their head teachers play an effective role in encouraging them to attend the TPD training sessions *“I found the role of my head teacher was to be positive and encouraging towards me attending the TPD training courses” (T1.2,3. Q4).*

In addition, these teachers mentioned that it was easy to communicate with their head teachers and there were no obstacles to their involvement in TPD training

“I can contact my head teacher easily at any time and ask for support” (T3,5,6,7,8:Q4,8).

However, some teachers criticised the role played by their head teachers, stating that they were not provided adequate support and the benefit of these training sessions was not explained to them.

“The role of head teachers in regard to TPD training courses is not genuine-they have to participate. These head teachers should play a strong role in supporting their teachers and explain to them the importance of this training on their personal and professional development” (T6,8.Q4).

The role of head teachers should be genuinely supportive rather than acting in a routine manner simply to please the top managers in the Ministry of Education and without caring enough about their teachers.

6.6.4.3 Perceived role of English supervisors

Under the theme of English supervisor’s role in TPD, teachers revealed their views and thoughts about the role of English supervisors in the TPD training courses. This category refers to how the teachers see the role of their supervisors, whether positive or negative, towards these training sessions. Teachers’ views emerged in two categories: positive and negative. Teachers stated that they were pleased with the supportive role taken by their supervisors and the Ministry of

Education, as manifested through encouragement, understanding, and general forms of assistance.

“I found my supervisor’s role to be positive and encouraging towards me attending the TPD training courses” (T1,2,3,6,7,8: Q4).

The support of supervisors’ is essential to enabling teachers to develop and improve their teaching in a healthy atmosphere. It is important that supervisors avoid using any methods that can be considered part of a controlling and managerial or authoritarian approach.

In contrast, other teachers expressed strong dissatisfaction with the negative role played by their supervisor, especially when contact was attempted to arrange consultations. Also, the supervisors sometimes put the blame for failings on teachers to avoid any criticism from head teachers and the Ministry of Education being aimed at the supervisors themselves. Therefore, some of these supervisors did not care how badly this type of treatment can affect their teachers and their teaching in the classroom.

“Communication with my supervisor is often difficult, as when I want her for a consultation, I cannot reach her. This makes me feel alone in the classroom, teaching. There is an obvious lack of follow-up from supervisors with the teachers” (T3,6,8:Q4,8).

6.6.4.4 Role of teachers in designing TPD training courses

Under the theme of teacher’s role in designing TPD training courses, teachers discussed their views about their role in the designing of TPD training courses. This theme refers to how the teachers see their role as developers of these training sessions. Teachers’ views emerged in two categories: attendance, negative. Teachers reported that their role in designing TPD training course was limited. Hence, they were required to focus only on attending the courses.

‘We only nominate ourselves to attend certain courses or contact the supervisor and ask for certain courses.’ (T1.Q14).

In line with this, teachers agreed across the board that their role in developing the content of the training courses was not simply poor; rather, it was entirely absent. All teachers are permitted to do is to attend these sessions; they have no opportunity to suggest any elements for inclusion in these training sessions. Teachers feel that they are excluded from the planning team and thus development of TPD training sessions, which can generate negative attitudes when it comes to applying the outcomes of these training sessions in their teaching practice.

“We only nominate ourselves to attend certain courses, or contact the supervisor and ask for certain courses. Unfortunately, teachers have no role in designing TPD courses and choosing the content or subjects of these courses, which may be developed by the Ministry of Education or

by a supervisor. This makes me feel left behind and this can generate a negative attitude towards the TPD training courses” (T1,3,4. Q13,14).

6.6.4.5 Perceived benefits for students

Under the theme of ‘Perceived benefits for students’, teachers expressed their positive views about the good impact of TPD training courses on their students. Teachers’ views emerged in two categories: ‘satisfaction’ and ‘impact’.

a) Satisfaction

Teachers were largely satisfied with their experience at the TPD training courses, along with the outcomes of the training. This group of teachers accepted the importance of the training sessions, regularly stating that they expect the sessions to have a positive impact on their approach to lesson delivery.

“My students became more positive and accepting of their need to learn the lessons and make progress in their learning. Also, my students accepted the changes that I made in my teaching methods“ (T1.Q8,9). “I felt that my students enjoyed lessons after the TPD training more than before I was involved in the TPD training courses” (T1,2,3.Q2).

In addition, other teachers found that their involvement in training could lead them to more effectively encourage students and, at the same time, improve their learning attitudes.

“After my attendance at TPD training courses, the motivation of my students got much better as they can identify practical links between what they learn in the classroom and their life outside” (T7,8:Q6,10).

b) Impact

The teachers from intermediate and secondary schools stated that the greatest benefit of their involvement in the TPD training sessions was its positive effect on them. Also, these training courses help teachers to gain a better understanding of the teaching process in schools

“Students improved and they had greater confidence with and greater acceptance of the curriculum in addition to good academic achievement. My attendance has a positive impact on my students” (T1,4,6:Q1,6,9).

These training sessions enable teachers to provide a good learning atmosphere for their students using new teaching techniques and methods. This can make students enjoy their learning

“My involvement in TPD training courses has made me use new and attractive teaching methods which positively affect my students and also facilitate my teaching” (T1,8: Q3,9).

Additionally, teachers believe that these training sessions can help them to improve their relationships with students. Furthermore, they anticipate that it would improve student-teacher communication to facilitate activity and productivity

“My relationship with and the understanding between teachers and students has improved due to my involvement in the TPD training courses. Also, communication between teachers and students improved due to my involvement in these training courses. I used email with my students” (PT,2,3,8:Q3,10).

6.6.4.6 Strengths of TPD

Under the theme of ‘Strengths of TPD’, teachers expressed their positive views about the strengths of TPD training courses. This theme refers to what the teachers see as the strong aspects of these training sessions. This theme emerged in four categories: ‘perceptions’, ‘methods’, ‘providers’ and ‘improvement’.

a) Skills improvement

Teachers expressed their enjoyment when they felt that their teaching skills had improved. Positive perceptions and attitudes towards these training sessions is the first strength of TPD.

“I have enjoyed my participation in the TPD training courses as I found these courses great for me, and my attitude towards teaching has become more positive” (T1,2,3,6,8:Q2).

Moreover, teachers showed their positive perception of the improvement of their teaching skills through the TPD training courses.

“I had a good experience through my involvement in the TPD training courses. I can see the progress of my teaching skills before and after the training” (T2,3,4.Q4,12).

From being involved with the TPD training courses, teachers indicated that they were impressed with their improvement as achieved by learning from other colleagues and exchanging ideas and experiences on how to deal with the curriculum. Also, teachers noted the improvement in their communication skills with other teachers and between teachers and trainers.

“The TPD training courses were very useful and rich in information and good teaching methods. I found the English games very appealing and they were linked to the curriculum, which made teachers feel better as they could teach their students in a modern and attractive way” (T3,4.Q5,6). “I believe that the communication between teachers and trainers as well as among the teachers themselves was useful” (T1.Q7).

In addition, teachers felt more confident when using IT and computers, and these improvements affect both the professional and personal skills of teachers in their daily teaching.

“I have learnt in the TPD training courses how to use social media to communicate with my students to improve their English practice. Also, I found the Interactive CD, which was provided to the teachers to use, very useful and it has helped me a lot to overcome some difficulties in preparing lessons and delivering them in the classroom” (T1,3,4,5:Q3,6,8,9). “My involvement

in the TPD training courses helped me to develop my personal and professional skills and made my teaching methods effective in the classroom” (T3,6,7:Q1,10).

b) Teaching methods

Teachers opined that the new teaching methods they were exposed to during the TPD training sessions were useful in terms of focusing on practical pedagogical strategies and techniques.

“I found the content and materials of the TPD training courses were clear, useful and tailored based on the needs of teachers in the classroom” (T1,2.Q7,11).

Also, they liked the way the content of these materials was presented, including how to use PowerPoint effectively in their teaching. Therefore, these teachers found their teaching styles become more fluid in terms of delivering their lessons in the classroom.

“TPD training courses provide me with good experience to try new teaching methods in a practical way. These training courses focus on practical teaching and learning issues more than theoretical issues. Also, the practical guidance in these training courses makes the teaching of any subject clearer and easier” (T1,2,3,4.Q3,4,5,7).

In addition, teachers from both experience groups found that involvement in the training sessions allowed them to draw on new teaching strategies.

“These TPD training courses allowed me to practise new teaching techniques and strategies to apply for my students in the classroom. My teaching style became easier, clearer and attractive to my students. Also, these new and diverse methods which we have learnt allow us to save time and effort during our teaching in the classroom. I benefited from using PowerPoint in my teaching. It was very attractive and useful for me and for my students” (T2,3,5,6,8:Q3,6,8,9).

c) Providers

Another strength of the TPD training courses relates to the competences of the trainers who provided them. Teachers explained that the trainers they worked with were flexible, qualified, cooperative, and friendly.

“I found the trainers were very positive, very qualified, and cooperative with teachers to help us to the best of their knowledge and experience. Also, these trainers explained the subjects in a simple and easy way” (T2,3,4. Q3,7).

6.6.4.7 Weaknesses of TPD

Under the theme of weaknesses of TPD, teachers expressed what they saw as the weaknesses of TPD training courses. This theme refers to how the teachers see the weak aspects of these training sessions. This theme emerged in two categories: process and content.

a) Process

Some teachers were displeased with the process of TPD training courses for the following reasons. These teachers felt that the negatives outweighed the benefits of these training sessions as they believe that attending the sessions is a waste of time.

“Then, the head teacher started to blame me when they caught me running lessons behind the teaching plan, so my attendance delayed me rather than benefiting me” (T2.Q4).

Thus, some teachers found that training sessions worked against their interests.

“I found my attendance at the TPD training courses delayed my teaching schedule and put me behind my colleagues” (T2.Q4).

In the same vein, teachers from the same positive group felt upset about the lack of follow-up by the trainers and the Ministry of Education. The top managers in education want to see good academic achievement without showing enough support to teachers in the classroom.

“The communication and follow-up between trainers or the Ministry of Education after the training courses was weak and sometimes did not exist” (T1.Q11).

Similarly, teachers found that attending the sessions could seriously disturb their teaching load and confuse them about their own role in the classroom.

“I do not believe that there is any benefit of involvement in these TPD training courses. I found them to be just a waste of time. In particular, the training courses held by the Ministry of Education” (T6,7:Q3,4,6,7,10).

Also, the TPD training sessions do not properly address the individual differences of teachers during the training sessions and routine teaching in the classroom.

“I do not think that these training courses consider the individual differences among teachers. This means the teachers were provided with teaching methods that do not suit all of them” (T5,6.Q11).

b) Poor content

Teachers found that the content of the TPD training courses was poor and limited in terms of the support given to teachers to obtain new, required classroom teaching skills. Some teachers prefer not to attend these courses if they are not forced to and their alternative is to use their own resources to improve their teaching in the form of self-learning.

“My benefit from these TPD training courses was slow and limited, so I did not feel that I have learnt a lot. I was depending on my own resources and self-learning to improve my teaching methods. Some teachers used blind teaching methods” (T1,3,5,6,7:Q1,7,9,12).

Moreover, the teachers found that the content of the training sessions did not cover the required subjects (namely, development of their English conversation skills). In addition, it was noted by the teachers that the trainers introduced several teaching methods that were irrelevant to the modern curriculum.

“The training courses lack important subjects for English teachers to improve skills in conversation. Teaching strategies on an old curriculum was not useful. These teaching strategies should be explained to teachers based on the new curriculum” (T1,5,7:Q7,8,13).

Furthermore, teachers explained that these training sessions were not adequately organised and lacked clarity and planning, the consequence of which was that many of the teachers were left feeling bored.

“The training courses require more planning and organisation and a clear strategy in introducing the subjects to teachers”(T3,4.Q13).

6.7 Teachers’ recommendation on TPD improvement

This is the second major theme. Here, teachers made some recommendations and raised concerns to be considered in order to remedy the weaknesses and reinforce the strengths of TPD training.

6.7.1 Suggestions

Under the theme of ‘Suggestions’, teachers gave their suggestions on how to improve the training courses. This theme refers to how the teachers believe the TPD training courses can be improved. Two categories emerged in this theme: ‘procedures’ and ‘communication’.

a) Procedures

The teachers think that training can be improved if the teachers themselves are encouraged to attend these training sessions without being force to or labelling the teachers who often attend these training sessions as weak teachers.

“All teachers should be treated equally without any differences introduce based on whether they are good or weak teachers. All teachers should be invited and encouraged to attend these training courses” (T4.Q11,13).

Also, the teachers suggested that an appropriate time be selected to hold these training sessions, such as at the beginning or end of the academic year. Teachers dislike attending these training sessions when they are busy teaching their lessons.

“I would suggest that training course should be held at the beginning or end of the academic year. Also, I do not think that holding any of these training courses during the teachers’ holidays will bring any benefit”(T1.Q7).

At the same time, other teachers suggested the need for an effective evaluation and assessment system during and after the training sessions in order to determine their strengths and weaknesses, rather than merely highlighting the mistakes of teachers and blaming them for any weaknesses.

“I believe the trainers of the TPD courses should use evaluation s to consider the attendance record of teachers. Also, the evaluation system could cover each training course as well as extend to practical teaching in the classroom” (T4,8:Q5).

b) Communication

The teachers opined that cooperation between teachers, supervisors, head teachers, trainers and managers in the Ministry of Education should be active and positive. All these parties should be working as one team in planning and delivering and following up these training courses. The teachers believe that if there is a lack of communication and teamwork, then TPD training courses cannot be changed and become effective.

“Education awareness should be spread among teachers, parents, students and others in the community. Also, more partnerships and cooperation between schools and communities should be available and encouraged. There should also be more cooperation in the school environment among teachers, head teachers, supervisors and the Ministry of Education” (T6.Q5).

In addition, teachers suggested that there should be a reward system in order to encourage teachers to participate effectively in the training sessions. Similarly, teachers should be rewarded based on their success and progress in their classrooms.

“Any teachers who attend the TPD courses should be acknowledged by various means, such as certificates or prizes, providing the top teachers who benefited from these courses with especial rewards and thank you letters” (T4.Q5).

6.7.2 Criticism

Under the theme of criticism, teachers built their critique of TPD to draw attention to the need to correct the weak aspects of the TPD training courses. This theme refers to how the teachers want the TPD training courses to be changed and improved. Teachers’ critiques emerged in five categories: a) poor skills, lack of practice, poor impact, not well- qualified trainers and assessment.

a) Poor skills

Teachers criticise the material of TPD training courses as it does not fully match the on-going and changeable needs of teachers. Some of the materials used in the training sessions are old and not updated in line with the current curriculum. Also, the skills of these training sessions lacks complete strategies and teaching methods based on the needs of teachers.

“I found these training courses are not genuinely associated with the needs of teachers and their curriculums. Also, the content, skills and design of these training courses must be related to the available facilities and logistic equipment/tools and capacity in the schools. Appropriate subjects in the training courses should be developed and produced” (T5,6,7,8.Q5,8,10,11,13).

“ I found these TPD training courses lacked a complete and integrated vision and strategy to provide a good plan and content for instructing on teaching methods that suit the needs of teachers” (T2,8:Q2,11).

In addition, teachers found that some of the teaching skills they learnt in the training sessions were too complex to be applied in the classroom, such as how to develop the creative thinking skills of students.

“The trainers explain to us how teachers can use creative thinking skills when teaching in the classroom. However, we found learning and developing these skills difficult to apply in the classroom” (T5, Q8).

b) lack of practice

Teachers indicated that they lacked the capability to apply what they learnt during training in terms of the teaching load in the classroom.

“I don’t have enough capacity in the classroom to consider the required and expected changes in my teaching. Teachers already have a heavy load in the classroom; they do not have any available capacity to try new teaching methods” (T1,3,5.Q8).

Another criticism from teachers was related to the number of training courses. They argued that the average of only two courses meant that teachers did not have the time to achieve effective development and progress.

“TPD training courses provide about two courses for teachers and some teachers attend one or none at all” (T8.Q2).

However, some teachers had the same concerns about the training sessions. Firstly, the number of students in the classroom does not help them to apply some of the teaching methods introduced in the training sessions.

“Teachers found that a large number of students in the classroom are a huge challenge for teachers to change or develop the teaching methods they have learnt in the TPD training courses” (T3,7:Q8).

Secondly, the timing of teachers’ attendance is unsuitable based on the professional workloads the teachers face. This problem was compounded by the fact that the sessions were arranged without their input.

“I believe that the timing of these training courses is bad and just increases the teaching load on teachers in the classroom. Also, the timing of these courses is changeable, which disturbs the teachers and their teaching schedules” (T1,2,5: Q5,7,11).

Finally, the teachers argued that they have no voice in the process of planning the TPD training sessions. These training sessions are developed without consulting teachers about their needs and views of the materials and teaching methods and skills. The teachers showed some anger and sadness about the mechanism of attendance as they were forced to attend the training sessions and to apply what had been taught in these sessions, even if the teachers have negative views of them.

“Teachers and also supervisors have no role in planning or developing the training provided by the Ministry of Education. This can have a huge negative impact on the effectiveness of TPD training courses” (T3,5,6,8:Q2,9,10,11,14). “ Not all the teachers can attend these training courses. There is no choice for teachers to decide whether they want to attend or not. It is often the supervisor who nominates teachers to attend these courses” (T4,6:Q2,11).

c) Poor impact

Teachers revealed that the benefit of these training courses was limited, and they require huge changes to make them applicable, productive, and suitable for actual teaching practice.

“I am sorry to say that I refused to attend these training courses as I do not believe they will make any difference to me. Also, some teachers who attended some of these training courses advised me not to attend” (T6,8.Q6,7).

Similar criticism was heard from other teachers, namely, that teachers referred to the courses suffer from being labelled as weak and unprofessional. For this reason, some teachers stand strongly against these training sessions. However, some of them must attend this training otherwise they be punished by the managers or supervisors.

“Some teachers were forced to attend these training courses. They understand this as indicating that they are weak teachers and they do not teach properly. This mechanism of choice can make some of these teachers feel bad and ashamed among their colleagues” (T2,4.Q11).

d) Not well- qualified trainers

The teachers believe that the trainers who deliver these courses are not fully qualified and they feel sometimes that these trainers do not have a real and updated teaching experience in the classroom. Similarly, these trainers do not allow teachers enough space to express their feelings and thoughts and to exchange their teaching experiences with other teachers in these training courses.

“I think that the trainers who lead these training courses are not professionally qualified, and they do not allow us to express our views and to have a good discussion. The trainers are not cooperative with the teachers. I would suggest that good teachers receive further training in order to be trainers” (T5,7,8.Q7,8,11,13). “The communication between trainers, head teachers, supervisors and teachers was poor. In order to provide good TPD training courses to teachers, good communication and preparation should occur before, during and after training among the above people” (T8.Q11).

e) Assessment

Teachers found that the TPD training courses were not effective, they tried to use their own method of assessment and to look for alternative ways to develop themselves. Some teachers used the Interactive CD, which the Ministry of Education prepared for teachers and which helped the teachers to deliver some of their teaching lesson. However, the problem of this Interactive CD means that these teachers became addicted to using it and this stopped any further development in their classroom teaching and how to overcome some of the challenges in their teaching practice.

“Due to the poor training courses in TPD, I have started to depend on myself in order to improve my teaching skills and to effectively help my students” (T7.Q7). “Some teachers depend hugely on the Interactive CD, which is good on one hand, but this has the side effect of making teachers lazy and they do not think about how to create new teaching methods or introduce any changes. Some teachers rely on the Interactive CD too much” (T8.Q13).

6.8 Head Teachers’ and Supervisors’ views on TPD

As previously explained, four semi-structured interviews were conducted with two head teachers and two supervisors. When head teachers and supervisors agreed on an issue, the findings were presented as one group. Likewise, when head teachers and English supervisors had different views the findings were presented separately. However, their views were more often similar than diverse. . The interviews with these head teachers and supervisors aimed to explore the weakness and strengths of TPD training courses for female EFL teachers in intermediate and secondary schools in Saudi Arabia. The data were analysed thematically (as described in Chapter 5). This thematic analysis resulted in the code list shown in Table 6.18.

In this part, the findings are presented according to the themes, categories and categories that emerged from the thematic data analysis. In each theme, there were a number of categories and codes. The themes, categories and codes, according to how these parts were structured, are listed in Table 15. There are four main themes that explain the strengths and weaknesses of the TPD

training course from the perspectives of head teachers and supervisors. Four major themes, seven sub-themes, 23 categories, and 48 codes were identified, as shown in Table 5.15.

Table 6.15: Head Teachers' and Supervisors' Interviews Themes, Categories & codes

Major Themes	Sub-themes	Categories	Codes
Views of TPD	Description of TPD	Improvement	-Improving education -Strengthening the competencies of teachers -Equipping teachers with new strategies
		Trainers	-Types of courses
	Impact of TPD on teachers	Outcomes	-Positive effects -Teachers' motivation
Criticism	Criticism	Head teacher	-Head teachers
		Supervisor	-Supervisor
		Assessment	-Blame and judgement -Classroom visits
Challenges facing the teachers in TPD	Weakness	Providers	-Poor experience of trainers -Coordination with supervisor
		Methods	-Adjusting to new learning styles -Lack of learning tools
		Applications	-Application in the classroom

Important features of TPD programmes	What makes TPD effective	Perspectives	-Teachers' perceptions -Motivation
		Impact	-Quality of content -Benefit
		Logistic	-Workshops -Variety of training courses -Source of training -Timing
		Atmosphere	-Exchanging experiences -Research skills -Supportive school
Views for changes	Suggestions for improvement	Perception	-Positive attitude
		Team	-Qualified trainers -Developing a working team -Supervisors' input
		Measurement	-Assessment and evaluation -Feedback -Curriculum
		Needs	-Reflecting the needs of teachers -Matching the needs of teachers -Ongoing -Based on a strategic approach
		Modernism	-Introducing training courses -Online training -Developing a database -Modern teaching techniques

Key **Q:** means question number from interview schedule (1-14)
SP: means number of supervisors (1-2)
HT: means number of head Teachers (1-2)

6.8.1 Head teachers' and supervisors' views on TPD

Under the first major theme of 'head teachers' and 'supervisors' views on TPD, both head teachers and supervisors described their views of TPD training courses and explained the impact of TPD and their roles. This major theme includes three sub-themes: 'Description of TPD', 'Impact of TPD on teachers' and 'Roles'. There are common views between head teachers and English supervisors. As well as different views about some issues of TPD which will be clearly addressed. However, I presented both head teachers and supervisors as one group to avoid repetitions in table 6.15.

6.8.2 Description of TPD

This theme described how the head teachers and supervisors see TPD training courses through their direct experience with teachers. Their perceptions and views fall under two categories: 'improvement' and 'trainers'. Head teachers described TPD training courses as good way of improving teachers' skills and updating their teaching methods. These training sessions are vital to strengthening the competences of teachers and equipping them with modern and new teaching techniques and strategies to apply in the classroom.

"Education cannot develop and improve without teachers. TPD is vital to support teachers in their teaching, also the students cannot make progress if their teachers are not included in the process of improvement" (HT1.Q1). "TPD is an ongoing process to improve and strengthen teachers' professional, academic, research and cultural skills" (HT1,Q1). "TPD is a dynamic process to provide teachers with all they need in their teaching. It can improve their performance and make them feel confident in the classroom" (HT2.Q1).

TPD training courses can be provided by two sources: supervisors or trainers from the Ministry of Education. However, the training courses held by supervisors are less formal as compared with the training sessions held by the Ministry.

"Training courses can be provided by supervisors or trainers from the Ministry of Education" (SP1,Q1).

6.8.3 Impact of TPD on teachers

Under the theme of 'Impact of TPD', head teachers described their views of the impact of TPD training courses on teachers. This category refers to what the head teachers identified as the influences of TPD training courses on teachers. Views emerged in one sub-category: 'outcomes'. Head teachers revealed that when teachers attended any of the TPD training courses, their motivation for teaching in the classroom improved. Furthermore, head teachers added that when teachers were involved in these training sessions, their teaching performance was similarly improved. Also, the capacity for problem-solving in teaching practice is improved and enriched.

“The involvement of teachers in the TPD training courses can support teachers, providing them with new teaching methods and solving some of their problems” (HT1.Q2). “I think that for teachers who want to improve their performance, their motivation and positive attitude towards teaching will be increased” (HT2.Q1).

6.8.4 Roles of head teachers and supervisors

Under the theme of ‘Head teachers’ and supervisors’ roles in TPD’, both head teachers and supervisors described their roles regarding TPD training courses. This theme refers to what the head teachers and supervisor do in relation to TPD training courses through their direct experiences with teachers. Their perceptions and views emerged in two categories: ‘head teachers’ and ‘supervisors’.

a) Role of head teachers

Head teachers described their role regarding the TPD training courses as supporting and encouraging teachers to attend any or all of the training sessions in order to benefit themselves and their students.

“As head teacher, I do my best to encourage teachers to attend these training courses because I believe in their important influence on the progress of teachers” (HT1.Q2).

b) Role of Supervisors

Similarly, supervisors described themselves as great supporters of teachers as they had developed some local training sessions for the teachers in order to deal with the urgent need of teachers to improve their practice. These supervisors followed up these training sessions through their visits to teachers in their classrooms.

“I take care of teachers and design a training course for my teachers based on their needs, and I evaluate the impact of these training course though my regular visits to these teachers. I keep encouraging teachers to engage positively with any training courses” (SP1&SP2.Q1,3).

6.9 Criticism of TPD

Under the second major theme of head teachers’ and supervisors’ criticism of TPD, both head teachers and supervisors criticised the TPD training courses in an informative way. This theme refers to how the head teachers and supervisor see TPD training courses through their direct experiences with teachers. Six sub-themes arose from the criticisms provided by head teachers and supervisors: controlling, cooperation, role, influence, attitude and assessment.

6.9.1 Controlling

Head teachers revealed that the process of forcing teachers to attend the TPD training courses made these teachers feel down as they considered their forced participation a form of

punishment. Therefore, these teachers are not cooperative or active in training and do not seriously consider seriously applying the outcomes of these training sessions in their classrooms. *“I choose a teacher to attend the TPD training courses based on her level of need to improve her skills. However, this process makes the teacher see her participation as a kind of punishment. This is the biggest problem and challenge teachers are facing. Teachers feel that they have been forced to attend these courses. This feeling does not bring any benefit to teachers” (HT2.Q3,5).* *“I think some teachers do not care about these TPD training courses and they are negative about their attendance. They are dissociated from their own school atmosphere” (HT2.Q4).*

6.9.2 Cooperation

Head teachers stated that the major challenge preventing them from making good progress in using TPD training courses is excluding teachers from the planning team and delivering the training sessions themselves. Teachers reportedly feel angry that they have been forced to attend training courses in which they are not involved in the planning team.

“I would say that TPD training courses should be seen as integrated and complete process and there must be good cooperation and coordination among teachers, head teachers, supervisors, TPD trainers and the Ministry of Education” (HT2&SP2:Q3,7,10). *“ One of the biggest problems, which makes the TPD training courses weak, is that teachers, supervisors and head teachers are not included in the planning team for TPD. Therefore, I believe that the Ministry of Education has the power and facilities to set up a good connection among these parties in order to increase the possibility of success for TPD training courses” (HT1,2&SP1:Q8,13,14).*

6.9.3 Poor role of teachers

Head teachers and English supervisors agree that teachers do not have any role in planning and their thoughts and needs regarding the development of TPD training courses is not considered. Therefore, teachers try to generate their own way of developing their teaching skills and methods through self-learning. The Ministry of Education does not consul teachers regarding the designing of training and does not address teachers’ needs in the content of TPD training courses.

“I think that some teachers believe that self-learning is much better than attending these TPD training courses” (HT1.Q1). *“I believe that many teachers have no role in choosing the content of training courses, so teachers have no voice in terms of planning or choosing the material or tools in the TPD training courses, especially the courses arranged by the Ministry of Education. This factor can negatively affect any progress of these training courses” (SP1.Q9).*

6.9.4 Influence

Head teachers found that TPD training courses are not attractive enough to teachers to make them want to attend the training sessions. Also, teachers become bored by the slow improvement that they can achieve from these training sessions. Similarly, head teachers found that teachers do not learn much from these training sessions and their teaching does not meaningfully improve based on head teachers' experiences of visiting these teachers in the classroom.

"I think that TPD training courses should be more motivational for and attractive to teachers in terms of attendance and applying what they learn in these training courses" (HT2.Q6). "I have noticed that teachers show slow improvement and low motivation towards TPD training courses. Also, TPD training courses do not play an essential role in the improvement of teachers" (HT1.Q9,13). "I believe that TPD training courses play a small role in supporting teachers as one or two training courses per year is not enough" (HT1.Q13).

6.9.5 Attitude

Head teachers and supervisors found that teachers showed a negative attitude to participating in TPD training courses. These teachers thought attending the training courses was a waste of time. Therefore, the teachers developed resistant attitudes to these training sessions as they did not expect to learn or to benefit much from them.

"I think some teachers see these training courses as not matching their expectations for development, and these teachers think that TPD programmes require review to improve their quality" (HT1.Q1). "I would say that some teachers are very resistant to any changes or development. They prefer to do what is familiar to them. Other teachers believe that when teachers are forced to attend the training courses, this is considered by teachers as a kind of punishment because these chosen teachers are weak and not doing their job properly" (SP1,2.Q3). "I see that some teachers are very resistant to attending or other involvement in TPD. These teachers repeatedly try to show the negative aspects of these training courses because they want to hide their weaknesses" (SP2.Q10).

6.9.6 Assessment

English supervisors try to evaluate the performance of teachers through their visits to the classroom. Despite supervisors occasionally providing teachers with short training courses to allow them to develop their teaching skills, supervisors blame teachers if they attend a training course and cannot apply what they have learnt.

"I believe it is optional for teachers to attend the training courses run by supervisors. However, if a teacher attends, she must apply what she has learnt in this training, otherwise, she will be questioned. Therefore, some teachers are scared to attend these training courses. Teachers who

do not improve by attending these training courses receive a warning and are given a specific timeframe to improve themselves” (SP1,2.Q6,7).

Frequent visits by supervisors also makes teachers feel ashamed. The repeated visits to teachers by their supervisors can sometimes be considered a sign of poor performance among teachers.

“I would say that teachers can be visited in their classroom two or four times according to their level of performance. This means that if teachers are good, the head teachers or supervisors will visit them once or twice per year, while if teachers are weak in terms of their performance in the classroom, the head teacher and supervisor will visit them three or four times at least every year. This way of treating teachers makes some of these teachers feel down” (SP1.Q13).

6.10 Challenges facing the female Saudi teachers in TPD

Under the third major theme of ‘Challenges facing teachers in TPD training courses’, both head teachers and supervisors reported some of the challenges facing teachers during and after attending the training courses. This theme refers to how the head teachers and supervisor evaluate the process and impact of TPD training courses among teachers. The head teachers and supervisors specifically addressed the weaknesses of the TPD training courses, reflections upon which emerged in three categories: providers, methods and applications.

6.10.1 Providers

Head teachers believe that the trainers in the TPD training courses fail to encourage teachers to adopt new teaching methods in their classrooms. Head teachers do not much value the impact of teachers’ involvement in these training sessions. Instead, they simply interrupt the school teaching schedule and leave personnel gaps when teachers go to these sessions. Also, head teachers found that teachers fear the criticism of English supervisors, which leaves them in a constant state of worry about the next visit by a supervisor.

“I think some trainers have weaknesses in explaining and presenting the materials” (HT2.Q12).

“I believe that teachers should check with their supervisor before applying to the TPD courses in order to avoid any blame or criticism from their head teachers. Also, this is to avoid wasting time by learning about tools that are unavailable in the classroom” (HT1,Q12).

6.10.2 Methods

Head teachers and supervisors found that teachers are struggling to use the new teaching tools and methods. The teachers found that they had been trained on elements that do not match the schools’ capacity in terms of available equipment, tools, Internet, computers and time to deliver the new teaching methods. Therefore, teachers prefer to keep using the old and traditional methods of teaching. However, this can make the supervisors angry and they blame teachers for not applying what they have learnt in the training courses.

“I think when teachers have training to use some tools and equipment that are not available in their schools, this makes the training irrelevant to their school environment” (HT1.Q12). “I see some teachers do not like to accept any advice or constructive criticism. These teachers refuse to change their teaching styles and they do not want to attend any training courses that can put pressure on them to change their ways of teaching. They often like the traditional style of teaching, which they are used to” (SP1,2.Q2).

6.10.3 Applications

Supervisors noticed that the performance of teachers during the training courses is fine. However, after the training when supervisors come to schools to visit these teachers, their teaching performance is completely different and is poor teaching in relation to the level expected level by participants of the TPD training courses.

“I think teachers who attend the TPD training courses show effective use of some of the teaching skills and methods during training courses. However, when supervisors visit teachers in the classroom, teachers apply these skills and methods differently and less effectively compared with their application during the training course” (SP1,2.Q10,11).

6.11 Effectiveness of TPD

Under the fourth major theme of ‘The important features of TPD training courses’, features of the courses are discussed from the perspective of head teachers and supervisors. This theme refers to how the head teachers and supervisors view the important aspects of training that should be included and considered in the TPD training courses. The head teachers and supervisors were addressed the issue of what makes TPD training courses effective and four categories emerged from their responses: perspectives, impact, logistics and atmosphere.

6.11.1 Perspectives

Head teachers and supervisors believe that when teachers have been provided good facilities and support based on their needs, their attitudes will be improved. Once teachers have positive perceptions and attitudes, this means that they will be fully involved in training and feel satisfied to apply what they have learnt in the training sessions to their daily teaching practice.

“I see teachers who have a good attitude towards TPD training courses make good progress through their attendance of TPD training courses” (HT1.Q4). “I believe when the teachers have good motivation and attitude towards TPD training courses, their benefit from the training courses will be great. Also, the goal of these courses can be achieved. If teachers attend these training sessions without good motivation, there will be no changes” (HT1&SP1,2:Q6,8,10).

6.11.2 Impact

Head teachers and supervisors found that if the quality and content of TPD training courses is good and matches the needs of teachers, this can help to increase the benefit of these training sessions. Teachers found using the Internet and new and modern teaching techniques useful. Particularly the materials developed based on the multi-sensory approach was very effective when used in the classroom.

“I think by attending TPD training courses, teachers become more active in the classroom, using multiple sensory techniques in their teaching and various educational activities, and teachers become more developed by using the Internet” (HT1,2&SP2:Q4,7,10). “I believe that some teachers can improve from TPD training courses and these teachers can perform much better after their involvement in these training courses. Also, their students will be affected directly and positively” (HT1&SP1,2:Q3,13).

6.11.3 Logistics

Supervisors believe that teachers like the training courses designed by their local supervisor more than the training sessions arranged by the Ministry of Education. Also, teachers were more involved when these training sessions were developed properly and matched their needs in the classroom with good follow-up from their supervisors.

“I believe that training courses provided by supervisors are more organised, supporting teachers to gain good and relevant teaching skills. In addition, these courses are developed based on the actual needs of teachers. The training provided by supervisors is evaluated and followed up regularly” (SP1,2.Q1,2). “ I really enjoy attending different training courses based on the needs of teachers, such as school tests, which is very successful and attractive” (SP1.Q4).

Moreover, both head teachers and supervisors agreed that the workshop method of delivering the training courses to teachers is well received as teachers showed their interest in learning in the workshop more than in training sessions delivered differently. Teachers felt the session was more flexible and cooperated in the workshop as it allowed them to easily express themselves and freely exchange their experiences with other teachers. In the same vein, choosing a good time to invite teachers is vital as teachers showed interest in attending these training courses at the beginning or end of the academic year. Teachers must be consulted about the dates and times the training sessions are held.

“I think that workshops are one of the most effective and interactive for teachers. They like them because teachers have more freedom to exchange information and experiences. Also, workshops help teachers to learn in an attractive way” (HT1,2&SP1,2:Q4,6). “In my view, one of the factors that makes the TPD training courses successful is holding them during official working

time for teachers. The beginning and end of the academic year is the most suitable time for training courses to take place” (HT1&SP1,2:Q7,5).

6.11.4 Atmosphere

Head teachers and English supervisors agree that a supportive school atmosphere is important for teachers to have any success in TPD training courses. Therefore, teachers should feel internal encouragement to be involved in training session without being forced. Head teachers and supervisors think that teachers should be gently informed and made aware of the great benefit of attending these training sessions and having the opportunity to apply what they have learnt in their daily teaching in the classroom.

“I think one of the most good and effective aspects of TPD training courses is the exchange of information and experiences among teachers and supervisors during the training courses” (HT2&SP1:Q8,9,12). “The success of TPD training courses and the positive effect of these courses is helped by a good and supportive school. A good environment is good indicator of improvement level” (HT1.Q13).

Also, supervisors believe that smart and creative teachers do not just teach students in the classroom. Teachers should be able to research and continuously searching and using what they believe is right for them and for their students.

“By attending TPD training courses, some teachers can improve their research skills and are able to act as good teachers and researchers who are kept updated and reviewing their skills in teaching. This can increase the benefits for their students” (SP2.Q12).

6.12 Suggestions for change

The fourth theme of the important features of TPD training courses from the perspective of head teachers and supervisors, refers to what head teachers and supervisors have suggested would improve the TPD training courses for teachers. The suggestions made by head teachers and supervisors fell under five categories: perceptions, team, measurement, needs and modernism.

6.12.1 Perceptions

Supervisors have suggested that teachers should be fully supported in their training sessions as well as in their teaching performance in order to generate a positive attitude. If not, it is too difficult for teachers to make good progress.

“I think teachers should be positive and improve their teaching skills as much they can, otherwise how do they aim to help their students and improve their skills” (SP2.Q13).

6.12.2 Team

Head teachers and supervisors believe that trainers who are appointed by the Ministry of Education to deliver the TPD training sessions should be fully qualified and have good practical experience in teaching in schools.

“I would say that trainers should be professional, qualified and highly organised in terms of how to present the training courses. Also, trainers should have good experience in teaching at schools before becoming a trainer in TPD. Also, good trainers can make the training course successful” (HT1,2&SP1:Q7,10,11).

Supervisors suggested that teachers, head teachers, and supervisors should be part of the team that plans and designs TPD training sessions. Also, supervisors suggest that the Ministry of Education should increase their cooperation and coordination with them to avoid any conflict between the supervisors and the trainers appointed by the Ministry of Education.

“I think we will not be able to make any progress if there is not good contact and relationships among teachers, supervisors, head teachers and trainers from the Ministry of Education who function as a working team. This team should meet and plan together to develop and produce good training courses based on the needs of teachers, which includes a good evaluation system. Some supervisors allow teachers to express their views about the training courses suitable for them, however, freedom is very limited” (SP1.Q8). “I believe that supervisors should attend the TPD training courses that the Ministry of Education provide to teachers. This can keep supervisors updated about the expected progress of teachers, and this can be followed up through classroom visits by supervisors” (SP1.Q13).

6.12.3 Measurement

Head teachers and supervisors suggested that an assessment and evaluation system should be fairly developed and not place blame on teachers. This system should identify the weaknesses and the strengths of TPD training courses. Also, during and after the training sessions, trainers should carefully consider the feedback that comes from teachers during the training sessions and when these teachers try to apply some of the skills they have learnt in the TPD training sessions. In the same vein, any material and skills delivered in these training sessions must reflect the curriculum.

“I think that evaluation and assessment should be considered as a good practice to strengthen the benefits and to deal with the weak points of each training course. There should be clear norms to evaluate the performance of teachers based on the professional criteria in TPD” (HT2&SP2:Q7,10). “Teachers’ feedback should be considered after each training course so they develop professionally in the next training course” (HT2&SP2:Q7,10).

6.12.4 Needs

Head teachers and supervisors suggested that all the current materials designed for TPD training courses should be reviewed based on the needs of teachers. Similarly, these training sessions should be delivered in a straightforward and attractive way to make training more accessible to teachers. TPD training courses should be developed and adapted based on a strategic approach rather than blindly imitating training programmes from western countries. Therefore, the process of developing the materials should be based on the needs and culture of teachers and students.

“I think that TPD training courses should reflect the needs and skill required by teachers. This factor can make the training course effective” (HT1&SP2:Q7,10). “TPD training courses should be provided on a regular basis not just once or twice. The continuation of training is for teachers to continually progress” (HT1,2.Q10,14). “I believe that TPD training courses should be developed based on complete strategic thinking in order to achieve the planned aims of these courses (HT1,2.Q10,14). “If we want to develop TPD training courses and ensure their effectiveness, we should build and develop any training courses based on the needs of teachers” (SP1.Q8).

6.12.5 Modernism

Head teachers suggested that TPD training courses should keep the materials used up to date and related to the context of teachers and students. Also, training sessions should apply various approaches to delivering training sessions such as online recorded sessions or interactive sessions which can be provided on a monthly basis.

“I would say that TPD training courses should be attractively introduced to teachers though producing a brief info of each training course to be uploaded online, which can allow more access by teachers (HT2.Q11). “ If the TPD training courses were provided online, this would help teachers to save more time, they would be widely accessible, it would be possible to introduce one course every month to increase the benefit among teachers” (HT2.Q14).

In the same vein, supervisors suggested generating a database for all the teaching materials to make them available online for teachers to use any time they want. Also, supervisors suggested using modern teaching techniques and evaluating these tools from time to time.

“I would like to suggest building a bank of data and information to be given to teachers and used when they want to improve their skills and performance in the classroom” (SP1.Q8). “I believe that TPD training courses should include modern teaching techniques and encourage teachers to try them. Also, courses should review the teaching methods and techniques used by teachers and continue to evaluate these methods from time to time” (SP1.Q9).

6.13 Summary of Findings from Teachers' Interviews

In summary, four issues have been identified: firstly, the strengths of the TPD training courses; secondly, the weaknesses of the courses; thirdly, recommendations; and fourthly, criticisms.

a) Strengths of TPD

Most of the teachers described the TPD training courses as an effective way to strengthen their attitudes, motivation, and current knowledge about effective pedagogical practice. Similarly, some of these teachers found that the TPD training courses were a positive way to promote interactions and informational exchange between teachers and other practitioners. In addition, the teachers reported that the source of the training courses was provided either by their English supervisors or other trainers from the Ministry of Education. The teachers admired the fact that the method of teaching during the training courses was theoretical and practical. Notably, some teachers stated that these training sessions could improve teaching skills and pedagogical strategies and could update the knowledge of practitioners on the frontline.

Some teachers derived some benefit from the training sessions, including an increase in their awareness of updated and novel teaching methods. In addition, some teachers found that the role of head teachers and supervisors was positive and supportive as they encouraged teachers to attend the training sessions to improve their teaching skills. However, other teachers saw the role played by head teachers and supervisors as negative and unsupportive in terms of assisting and facilitating the process.

By attending the TPD training courses, certain teachers thought their teaching capability had increased. The sessions helped some to feel motivated, and these individuals generally enjoyed the experience and the practical information they derived from it. These teachers found that their teaching methods and skills improved, and they also learnt new techniques. In the same vein, the relationship between these teachers and their students reportedly became more positive and easy-going. Moreover, some of the teachers found that the TPD training sessions provided them with new teaching strategies and enabled them to share and exchange their views and teaching methods with other teachers. In this way, the training sessions enabled teachers to develop a better relationship with their students. Certain teachers noted an improvement in their personal and professional skills, and despite negative experience, some teachers from this group outlined the positive impacts of the TPD training sessions: namely, improvements in students' motivation, the acquisition of novel and practical teaching techniques, and improved student-teacher communication.

b) Weaknesses of TPD

Most teachers criticised the poor way in which the content of the TPD training courses was designed and developed. Many teachers argued that their attendance was a waste of time and, moreover, a disturbance for their actual teaching practice. In addition, these teachers found several gaps and weak points in the training sessions, including the following: firstly, a lack of follow-up sessions with supervisors after attending the training courses; secondly, a lack of consideration for the individual learning differences among teachers; thirdly, a lack of content in terms of materials; and finally, limited benefits. Also, certain teachers from this group reported the following criticisms. Firstly, they thought that the training sessions disturbed their teaching schedule. Secondly, communication and follow-up between teachers and trainers was sub-optimal. Thirdly, the sessions lacked organisation. Finally, the materials were presented poorly and unclearly.

c) Criticism

Some teachers strongly criticised the training sessions, one criticism included the absence of IT (namely, PowerPoint, computers, and the Internet). These teachers found that the communication between teachers and trainers should be improved to increase positive cooperation, interaction and teamwork. The teachers complained that the TPD training courses did not address important subjects such as English conversation, as well as thinking skills. Furthermore, these teachers criticised the interruption to their teaching in the classroom caused by their attendance, along with the exclusion of teachers from the TPD training development and planning team. Consequently, many of the training materials used were seen as inappropriate. Moreover, the teachers criticised the poor and limited benefits from their attendance, and they thought it difficult to apply what they learnt in a classroom setting. The teachers stated that the training sessions should be on-going and, moreover, that they should not be subject to any blame or unfair judgment.

In line with this, many teachers criticised the poor content of the training courses, the exclusion of teachers from the planning and development team, and they highlighted that the KSA is unsuitable for the modern teaching methods due to the class sizes. Other teachers criticised the limited capacity of teachers to apply new and updated teaching methods, and they highlighted the issues surrounding the fact that stigma was attached to teachers who were required to attend. Regarding the latter point, many teachers felt embarrassed when they were selected for attendance, as if they are fully qualified, they should be chosen often to attend these courses.

d) Suggestions

Most teachers suggested that the Ministry of Education should work to increase the competence of trainers. These teachers suggested some improvements that could be considered and adopted by trainers at the Ministry of Education, head teachers and supervisors, such as adjusting the timing to be more compatible with teachers' workloads; making the sessions optional; and creating a reward system to motivate teachers not only to attend but to perform effectively (during and after the programme). The suggestions offered by teachers involved improvements to the assessment and evaluation system; enhancements to the coordination between the teachers and TPD planning team; and improvements in the awareness of the benefits associated with involvement in the sessions.

6.14 Summary of head teachers and supervisors' views on TPD

To summarise, based on the findings presented earlier, head teachers and English supervisors discussed various aspects of the strengths of TPD training sessions for female EFL teachers: a) TPD training courses improve education and strengthen teaching skills; b) TPD training equips teachers with new teaching strategies; and c) head teachers and supervisors provide support to allow teachers to develop themselves on a personal and professional level.

Moreover, the head teachers and supervisors explained what makes TPD training courses effective: a) when teachers have good motivation and positive attitudes towards TPD training courses; b) when TPD training sessions have good content quality and provide real support to teachers in the classroom; c) when TPD training courses are provided at appropriate times to teachers, and training sessions reflect the needs of teachers; d) when TPD training courses are delivered in attractive ways and in a good format such as workshops; e) when TPD training courses ensure that teachers can apply what they learn in a healthy and supportive atmosphere in their schools without being forced to or punished or made to feel upset or shamed; f) when teachers can freely exchange their views and experiences with others teachers; g) when teachers are trained to not just be a machine in the classroom in that they should be able to decide how they can teach their students and to be teachers and researchers as the same time.

However, head teachers and supervisors are not satisfied with the current quality of TPD training courses, and they have suggested a few steps to improve TPD training courses in the KSA: a) trainers and the Ministry of Education should do the best they can to improve the perceptions and motivation of teachers towards TPD training courses; b) trainers and policy-makers in the Ministry of Education should develop the TPD training courses with the full cooperation of teachers, head teachers and supervisors in order to deal with the gaps and weaknesses of the TPD courses; c) Head teachers and supervisors suggest that the current assessment and evaluation

system of training used by the Ministry of Education in KSA should be improved, in particular to include teachers, head teachers and supervisors in the planning team of TPD and to use various means of evaluation, such as online and other accessible methods; d) TPD training courses should be developed and updated based on the current curriculum rather than the old one; e) TPD training courses should be designed based on the actual needs of teachers and their students and should be suitable to the cultural context; f) TPD training courses should be developed using a strategic approach, not just to remedy temporary requirements; g) TPD training courses should have good content in materials and should produce modern teaching skills; h) TPD training courses should use information technology, such as online resources and a database, to allow teachers to use any TPD materials at any time.

In contrast, head teachers and supervisors also mentioned the weak points of TPD training courses, highlighting the following issues: a) teachers have been forced to attend TPD training courses, which had a strong negative impact on teachers; b) the exclusion of teachers from being part of the team planning and developing these training sessions damages the potential for success of the courses; c) the role of teachers is not great and is not taken into consideration to change or modify these training sessions, and these teachers feel embarrassed that they have to apply blindly what they have learnt in the training sessions; d) the influence of TPD on teachers was not great and it was hugely criticised by teachers, head teachers and supervisors, which is a logical result when the teachers attitudes towards these training sessions are negative, and this situation cannot produce effective and good outcomes for teachers and their students; e) teachers are resistant to attending training and applying what they have learnt; f) the process of assessment and evaluation within the TPD training courses, whether during these training sessions or after (performance in the classroom), was not useful in that it involved blaming and shaming language towards teachers who could not apply what they had learnt in the training courses.

In the same vein, head teachers and supervisors addressed some of the challenges faced by teachers during their involvement in the TPD training courses: a) some trainers in the TPD training courses were not sufficiently qualified and lacked professional experience and school teaching experience; b) there is little coordination between supervisors, head teachers, teachers and trainers from the Ministry of Education; c) teachers are struggling to cope on their own with the new teaching methods they have been asked to use; d) teachers feel there is a lack of follow-up after attending the training courses; e) teachers found it difficult to apply what they have learnt in the classroom because of the lack of professional and technical support from the Ministry of Education.

Chapter 7: Discussion

7.1 Introduction

The purpose of this study was to determine the efficacy of in-service Teachers Professional Development (TPD) in Saudi Arabia, particularly for female EFL teachers working in intermediate and secondary educational institutions. From the perspective of EFL teachers, head teachers, and English language supervisors, the researcher has sought to explore the strengths and weaknesses of TPD training courses. Based on the research findings, it is now possible to propose suggestions to facilitate the training of female EFL teachers in Saudi Arabia, especially for teaching staff roles, management roles, and roles within supervisory structures. The immediate aim of the present chapter is to discuss the research findings in view of the previous literature pertaining to the topic, thereby addressing the existing field of knowledge. This chapter also answers the research questions after considering the findings reported in the quantitative and qualitative studies. This chapter will first discuss the findings related to each research question based on a consideration of the results yielded in the previous two chapters. While head teachers and supervisors were interviewed, other teachers were interviewed and asked to respond to questionnaires.

7.2 Research Questions

The primary goal of this study is to identify the weak and strong points of in-service TPD for female EFL teachers in intermediate and secondary schools in the Saudi city of Riyadh. To this end, several research questions have been formulated:

R.Q.1 – What are the perspectives of in-service female EFL teachers, head teachers and supervisors regarding the usefulness of TPD in intermediate and secondary schools in Riyadh?

R.Q.2 – What barriers and difficulties do female EFL teachers encounter during and after TPD training from the perspectives of EFL teachers, head teachers, and supervisors?

R.Q.3 – Considering positive and negative TPD experiences at both educational levels (i.e. intermediate and secondary), what are the main differences among EFL teachers, head teachers, and supervisors regarding their opinions of the effect of the training?

7.3 R.Q.I: What are the perspectives of in-service female EFL teachers, head teachers and English supervisor regarding the usefulness of TPD in intermediate and secondary schools in Riyadh?

From the first research questions, the general findings of the current study revealed two different perspectives on in-service female EFL teachers regarding the usefulness of TPD in intermediate and secondary schools in Riyadh. The majority of female EFL teachers (60%) explained weaknesses of the TPD training programme for various reasons, while less than half of female EFL teachers (40%) expressed useful features of the TPD training programme.

7.3.1 Usefulness and strength of TPD training programme

There are a few powerful components which resulted from conducting TPD training as follows:

7.3.1.1 TPD strengthens attitudes and motivation

The findings from the questionnaires showed that less than half of the teachers (40%) displayed positive attitudes towards TPD training, considering that the programme had been developed based on sensitivity to culture and research evidence that matches their personal needs. These teachers believed what they learnt from TPD training could be shared with other teachers in different schools. In addition to this, they believed TPD training helped them to strengthen their relationship with their students and improve the academic performance of their students. These teachers stated that they found it useful to learn the theory underlying their teaching practice.

These teachers were pleased with what they learned from TPD training courses which reflect positively on their teaching in their daily practice as well as the atmosphere of TPD training, which can encourage teachers to share their thoughts and practical skills with other teachers and give them an opportunity to think aloud about the value of what they are using in their teaching practice. Teachers found it was important to learn the specific theory behind teaching methods as these methods are of more value when teachers understand why they are teaching English skills in a certain way. Otherwise, teachers will use certain teaching skills and methods without knowing why, and their ability to use these methods and belief in their value will not last long. Clearly, training courses can provide some support and teaching skills for teachers, and this opportunity can allow teachers to evaluate what they are doing. It is equally clear that the benefits teachers get from these training courses differ from teacher to teacher depending on their interest in the training. However, this training will at least give teachers some space and opportunity to review their methods of teaching.

Despite majority of teachers (60%) were not pleased with the impact of the TPD training programme, 40% of EFL teachers acknowledge the usefulness of the TPD training programme. The main reasons for this dissatisfaction that emerged from the questionnaires and interviews

among teachers was the poor content of TPD training, which did not reflect the needs of teachers in schools as well as the exclusion of teachers from the teams who design and develop the training programme.

Furthermore, the interviews in the current study demonstrated that the minority of EFL teachers considered the TPD training courses to be an effective way to strengthen their attitudes, current knowledge and awareness of effective pedagogical strategies and practice. Also, head teachers and supervisors explained that the effectiveness of TPD training courses was reflected in teachers having good motivation towards them. Teachers who found the TPD training to be helpful, saw their motivation towards teaching in school move in a positive direction. The more teachers can benefit from TPD training courses, the more successful the training programme will be. However, there is an objection among teachers to the above views of head teachers and English supervisors, as these teachers criticised the level of impact and usefulness of TPD on teachers. This can then reflect on their teaching and ultimately their students.

It is important that some of these teachers can see the benefit of TPD in relation to their attitude and motivation despite others disagreeing as they expected to receive greater benefits from the TPD training programme. The literature is consistent with the above findings that TPD training sessions can increase knowledge and strengthen teaching skills in the classroom, and that TPD can enhance the attitudes of teachers and encourage them to apply the required IT within their teaching (Conway *et al.*, 2009; Rashidi *et al.*, 2014; Gozuyesil & Soylu, 2014). Similarly, several researchers confirmed that effective TPD training courses can strengthen the motivation, beliefs, and attitudes of EFL towards positive teaching and learning performance (Dymoke & Harrison, 2006; King & Gilliland, 2009; Aydin, 2012).

The favourable effects of TPD training for certain teaching and learning dimensions described above are consistent with those reported by earlier studies, such as that conducted by Bucznyski and Hansen (2010), who highlighted that TPD equipping teachers with effective strategies and enhancing student performance could increase awareness among policy-makers and practitioners about the features of teacher professional learning of high quality. Along similar lines, Zein (2017) maintained that, to have maximal effectiveness in making teachers more knowledgeable and skilled, TPD must be integrated in a broader array of opportunities for teacher learning and development. Similarly, this was confirmed by Doppelt *et al.* (2009), who observed that students whose teachers underwent TPD displayed a significantly higher level of achievement in comparison with students whose teachers did not undergo TPD. The authors explained this in terms of the fact that students were positively influenced by the favourable attitude and strong motivation of teachers who underwent TPD.

Research supports the above results, indicating that TPD can help teachers strengthen their students' attitudes towards school learning (Darling-Hammond, *et al.*, 2017). It is important that the inclusion of teachers in TPD development and design can positively influence their attitudes and self-reflection, thus promoting meaningful acquisition of relevant knowledge and, implicitly, practice improvement (Meierdirk, 2016; Nasser *et al.*, 2013). Besides enhancing attitudes and perceptions, the research agrees with the above findings in the current study which suggests TPD helps teachers to improve the academic performance of their students. TPD also helps teacher's performance in the classroom, which has favourable implications for teacher-student relationships and contributes to better student performance (Hoekstra & Korthagen, 2011; Hammond *et al.*, 2017; Postholm, 2012). Furthermore, researchers have found that the motivation and attitudes of teachers can play a key role in their professional development and may affect the quality of TPD (Guskey, 2003; Lawrence & Chong, 2010). It seems that positive motivation and attitudes of teachers can support the quality of TPD and enable teachers to improve both their teaching capacity and their students' learning process.

7.3.1.2 Role of head teachers and supervisors

A total of 76% of teachers stated that the role of their head teachers was important with regards to their participation in the TPD courses. The role of head teachers as local leaders in the school environment is very important as it can positively or negatively affect the participation of teachers in training. Most teachers agreed that head teachers play a vital role that can determine the success or failure of TPD training. Thus, head teachers must be involved in the design and development of TPD training programmes.

Also, the findings from the interviews showed that the majority of head teachers and English supervisors were pleased with the usefulness of TPD, such as its ability to: improve education and strengthen teaching skills; equip teachers with new teaching strategies; provide head teachers and supervisors with the opportunity to lend support; and enable teachers to develop themselves on a personal and professional level.

Therefore, the majority of EFL teachers in this study stated that the role of head teachers and supervisors was positive and supportive. This was because they encouraged teachers to attend the training sessions to improve their teaching skills. The above findings have been confirmed by several studies, since they believe that there is no success for TPD training courses without a well-managed school environment, paired with support from head teachers and supervisors that facilitates the learning and teaching process (Abu Riash, 2011; Postholm, 2012; Al-Malihi, 2015).

Similarly, valuable TPD job resources within a school context can be derived from the learning environment, social support from immediate supervisors and close colleagues, and awareness of

the significance of the function. By contrast, among the aspects identified as TPD job demands within a school context were work pressure and emotional burdens; however, these aspects could improve TPD within the school as well (Evers *et al.*, 2016). Professional development strategies differ in terms of their effectiveness. Achievement of teaching practice improvement is effort-intensive and requires careful organisation and deliberation. Thus, headteachers' strategy of attributing greatest importance solely to the operational facets of teacher development is not enough; it is also necessary to foster a climate conducive to maximum teaching and learning performance by enhancing teachers' motivation, respect and efficiency, as highlighted in a September 2015 report by the UK Ofsted. Moreover, despite the variety of formats of professional development, there are close similarities between professional development approaches considered to be of highest effectiveness. In addition, apart from teacher development, efficient professional development should improve recruitment, retention, wellbeing and the overall school environment as well (Information Policy Team, 2016).

It seems that head teachers and English supervisors believe that TPD training gives teachers the chance to improve their teaching as well as communication between teachers and students. However, head teachers and supervisors think that the impact of these TPD training courses can be significantly improved when everyone is open to them and when teachers can evaluate their experience away from blame or destructive criticism.

7.3.1.3 TPD improves students' learning

The findings of the current study reveal that the teachers surveyed believed that TPD improves students' learning. Also, head teachers and supervisors believed that TPD training courses were delivered in attractive ways and in a good format such as workshops. TPD training courses are intended to ensure that teachers can apply what they learn in a healthy and supportive atmosphere in their schools without being forced to and punished and made to feel upset or ashamed if they do not. Likewise, new practices are more likely to be embraced and accepted if teacher learning takes place in an environment that provides the right level of support.

The fact that good delivery of TPD training courses can improve students' learning and improve the outcomes of teaching is widely agreed upon by researchers. For example, Kleickmann *et al.* (2016) reported that, compared to teachers who relied solely on educational curriculum materials, those who were supplied with such materials together with expert assistance and collaborative active learning opportunities with emphasis on sequencing and outlining scientific notions to mediate student learning, achieved a higher level of student performance. Similarly, Doppelt *et al.* (2009) found students performed better if their teachers had taken part in good TPD training courses. What is more, improved teaching practice and learning performance have been

consistently reported to result from TPD with an emphasis on content knowledge, coherent delivery and enhanced active learning, collective involvement and greater length of time (Caena, 2011; Desimone, 2009).

7.3.1.4 Creativity of teachers

The findings of the current study reveal that some teachers surveyed believed TPD improves the overall scope and trajectory of English teaching. These teachers found TPD allowed them to try new teaching methods which help them to deliver their lessons in a more attractive and effective way which reflects positively on their students. Also, the head teachers and supervisors expressed that teachers were trained to not just be a ‘machine’ in the class room, in that they should be able to decide how they can teach their students and be teachers and researchers at the same time. This means that TPD training seeks to support teachers to act as leaders and teach in the way they see fit. Thus, every school or classroom might require different methods of teaching from teachers and any teaching method should be used based on the needs of students in order to make good progress. Several researchers support the notion that effective TPD can hugely improve the outcomes of English teaching. For example, Borg (2003) states that a teacher’s involvement in TPD training can influence their method and strategies of teaching in the classroom. In the context of Saudi Arabia, some EFL teachers expressed greater confidence in their teaching skills and language proficiency after their involvement in the TPD training programme (Alshumaimeri, 2011).

7.3.1.5 TPD considers Students’ cultural knowledge

In the current study showed that 54% of teachers held a positive view towards the usefulness of TPD regarding professional development, it helped them pay more attention to their students’ cultural background. Also, head teachers and supervisors believed that TPD in Saudi Arabia enabled teachers to freely exchange their views and experiences with other teachers. It seems that professional development, consideration of cultural context and exchanging experiences are good value and have an impact that teachers and students can benefit from. However, 46% of teachers did not experience the impact of the usefulness of TPD training courses, which means TPD training continues to require constant evaluation and improvement in Saudi Arabia.

Much research has supported the effectiveness of TPD training programme (Lieberman & Wood, 2002; Abdelhafez, 2010). EFL teaching-learning in Saudi Arabia could achieve significant development if teachers got TPD which was well-designed and contained good delivery which addressed the needs of English teachers in the classroom and their cultural context (Liton, 2012). According to Ur Rahman and Alhaisoni (2013), a poorly designed TPD (for any language program) will not accomplish its established goals, but it can cause both teachers and students to

feel dissatisfied, thus producing poor learning outcomes. An additional measure that could contribute to the improvement of English learning standards in Saudi Arabia is to begin teaching English as early as possible, from primary school level with constant support through effective TPD training courses (Liton, 2012). In the same vein, Ur Rahman and Alhaisoni (2013) suggested that educational policy, analysis of needs, syllabus design, and textbook assessment should be addressed in greater detail. Furthermore, consider the needs of individual learners, cultural context and their different characteristics in the creation of an original EFL text, as well as in the content of TPD training courses (Liton, 2012).

7.3.1.6 Enhancing pedagogical methods and skills for English teaching

In the current study, results showed that 40% of teachers found the TPD useful for English language skill development, considering that TPD training utilised modern pedagogical methods for English teaching. This means that more than half of the teachers see that TPD is not useful in allowing teachers to deliver their lessons in an effective way, thus the benefit of TPD is limited due to the weakness of TPD. Also, the head teachers and English supervisors in the current study were pleased with the positive aspects of TPD as they not only improved the teachers' motivation and attitude, but also strengthened their teaching skills, equipped teachers with new teaching strategies, and enabled them to provide personal and professional support to the teachers. In general, some teachers, head teachers and supervisors agreed that the TPD training programme succeeded in helping teachers make some progress. However, more than half of teachers disagreed that the current TPD training programme made any positive changes to learning and teaching progress.

Earlier studies confirmed the findings that TPD training programme and school environment can influence the enhancement or deterioration of TPD as well as the level of learning and teaching performance in the schools (Hoekstra & Korthagen, 2011; Postholm, 2012). Komba and Nkumbi (2008) also claimed that the success of teacher development was strongly and positively affected by the school environment and society in general. It seems that successful TPD training sessions can create a safe and healthy environment for learning and teaching. Moreover, increasing student achievement can be considered a good indicator of successful TPD training, which can help educators and policy-makers to better understand how and why teachers' practice improves (Buczynski & Hansen, 2010). Studies conducted in Saudi Arabia among EFL teachers highlighted various solutions to improving EFL teaching programs in schools, such as the provision of courses like 'Introduction to Linguistics' and 'EFL Syllabus Design' (Alshuaifan, 2009), the TPD training for teachers which included information technology tools (e.g. the Internet, computer and online resources, audio-visual materials) and the use of such tools in

classroom teaching can help teachers and students to be more motivated and productive (Al-Asmari, 2005; Liton, 2012; Ur Rahman and Alhaisoni, 2013).

In addition, an effective TPD training programme is able to improve the knowledge and teaching skills of EFL teachers. When TPD training courses can increase teachers' knowledge and teaching skills, this is a good indicator of the success of a TPD training programme. Ultimately, this benefit accrues to the teachers' students (Benedict, 2014; Cooper, 2014; Zein, 2017). However, TPD training courses among EFL in Saudi Arabia and other Arab countries are still associated with difficulties, including a lack of motivation, insufficient teaching skills, and deficient support systems (Al-Mifrij *et al.*, 2006; Abdelhafez, 2010; Ibrahim, 2012, a).

Many EFL teachers in Saudi Arabia have expressed great confidence in their teaching skills and language proficiency after their involvement in TPD training courses (Alshumaimeri, 2011). However, some teachers in the current study perceived the role played by head teachers and supervisors as negative and unsupportive in terms of their lack of assistance and facilitation of the process of getting teachers to apply what they had learnt from TPD training sessions. This lack of cooperation and support from school management towards EFL teachers can interrupt their motivation, as well as their teaching and learning process. The school management, including head teachers and English supervisors, should be supportive to teachers and not simply aim to record their mistakes and judgement.

The current study shows that any successful TPD training programme can assist in shaping positive attitudes and motivation among teachers, which can reflect positively and effectively on their school environment in various means, such as improving their teaching skills in English; enabling teachers to create better understanding of their students' needs; strengthening the relationship between teachers and students; increasing students' academic achievement; and increasing the productive outcomes among teachers and their students during good and interactive learning and teaching relationships. As discussed above, the existing literature agrees with the findings of the current study. That is, previous research shows that effective TPD must be able to facilitate the teaching and learning process in a supportive and positive school atmosphere (e.g. Doppelt *et al.*, 2009; Bucznyski & Hansen, 2010; Zein, 2017). However, other research stated that good TPD could not be well received and delivered based on a specific formula or one perfect way to design and provide TPD in teaching and learning, but based on sustained, flexible and high-quality TPD (Darling-Hammond, 1997). Furthermore, some researchers expressed concerns about insufficient resources and support within the school and society, which could prevent the TPD delivery from having a good outcome among teachers and students (Abdelhafez, 2010).

7.3.1.7 Promoting interactions and the exchange of views

Some EFL teachers in the current study found that the TPD training courses were a positive way to promote interaction and the exchange of views, as well as teaching methods, between teachers and other practitioners. It seems that teachers' attendance at TPD training sessions is a great opportunity for them to interact and exchange views with other teachers about their experiences of teaching English subjects. It would be great if the Ministry of Education could strengthen these meetings and interactions among EFL teachers through establishing a forum for them. The existing literature is consistent with the above findings that TPD training courses generate positive changes and improve teaching skills among teachers, and simultaneously allow teachers to exchange teaching experiences with others inside and outside the school (Antoniou *et al.*, 2011; Farrell, 2011). It is important for EFL teachers to be able to exchange views and experiences inside and outside the school, since this will foster a more dynamic and constant atmosphere that is conducive to ongoing improvements in teaching performance.

Noteworthy, several researchers argue that effective TPD training courses have positive influence on teachers and their students, which means that student performance can be improved (Elmore, 1997; Cohen & Hill, 2001; Garet *et al.*, 2001). In the same vein, TPD training courses improve teachers' teaching skills as well as the learning process for students, and they improve the relationship between students and teachers (Darling-Hammond *et al.*, 2017). TPD training in Saudi Arabia should always leave enough space for teachers to exchange their experiences relating to teaching skills and methods with others, which enables teachers to widen their benefits. At the same time, this provides teachers with the opportunity to hear about successful experiences, thereby encouraging them to apply successful experiences in their schools.

7.3.1.8 Enjoyment of the experience

Several EFL teachers in the current study thought that their teaching capability had improved as a consequence of attending the TPD training courses. Some teachers enjoyed the experience and, furthermore, felt that the practical information they derived from the training was valuable. The above outcomes are likely to be achieved when effective TPD training courses are applied in a consistent and positive way. Otherwise, when teachers do not enjoy training, this may produce a negative outcome and diminish the effectiveness of TPD training programme. TPD training can be considered successful when teachers can improve their teaching skills and methods (Opfer & Pedder, 2011). However, several studies in the literature have expressed concern about the fact that TPD training courses cannot be interesting and effective if they lack good content relating to knowledge and teaching skills, and in particular, content which is aligned with the needs of teachers and their students (Birman *et al.*, 2007). In view of this, it is possible to conclude that

an essential component of any successful TPD programme is to produce valuable content that matches with the needs of teachers.

7.3.1.9 Relationship between teachers and their students

EFL teachers in the current study demonstrated that the relationship between themselves and their students became more positive and easy-going after engaging in TPD training courses, and improvements in student motivation were similarly observed. It can be concluded that improving the relationship between teachers and their students is one of the positive results of TPD training courses. If the relationship is not positive, this can reflect a failure on the part of these training courses. Many researchers have confirmed that effective TPD training should be offered in line with an appropriate curriculum, since this can enable these teachers to establish coherent relationships with their students (Al-Jarf, 2004; Fareh, 2010; Khan, 2012). In addition, effective TPD training courses should enable teachers to develop better communication and interaction skills relating to the English subject, which can they facilitate positive exchanges between teachers and students (Ellis, 2008). Publications in the literature show that for teachers who have been involved in TPD training, their students display higher achievements when compared against their peers whose teachers have not been involved in TPD training (Martin & Umland, 2008; Doppelt *et al.*, 2009; Moats, 2009).

The impact of TPD training courses can indirectly affect students' academic achievement (Anderson, 2012; Schoelhorn, 2012). This stems from the fact that when teachers improve their skills and knowledge in an enjoyable way during involvement in TPD training, they can help and support their students more effectively (Wiggins & McTighe, 2005). However, TPD training is most likely to help teaches to support their students in their academic achievement, and according to Mizell (2010), while TPD training courses can improve teachers, they are not always the main determinant of positive learning outcomes among students.

In addition to the usefulness of TPD, the findings of the current study showed that more than 55% of the teachers expressed a consensus of positive opinion towards five points regarding the degree to which TPD training is useful with respect to English language teaching: first, it helps teachers to develop skills that can be employed to measure their level of teaching efficacy; second, it increases the pedagogical knowledge of teachers in classroom teaching; third, it allows teachers to better understand how their students approach their learning; fourth, it improves students' learning; and fifth, it improves the overall scope and trajectory of English teaching. In the same vein, head teachers and supervisors surveyed in the current research believed that TPD training sessions had good-quality content and provided real support to teachers in the classroom.

There is no doubt that TPD training can make some positive changes to the process of learning and teaching for teachers and students in terms of helping teachers to better use evaluations, increasing their knowledge of the learning and teaching of English subjects, and improving the relationship between teachers and students. However, 45% of the teachers questioned this study did not see the benefits of TPD training for the teaching and learning process. This needs to be urgently addressed by all parties concerned about improving the learning and teaching process in schools.

Several researchers acknowledge the positive changes that TPD training can make to school learning and teaching. For instance, it was confirmed by Doppelt *et al.* (2009) that students whose teachers underwent TPD displayed a significantly higher level of achievement in comparison with students whose teachers did not undergo TPD. The authors explained this in terms of the fact that students were positively influenced by the favourable attitude to and strong motivation from teachers who underwent TPD.

These findings regarding support provision and high-quality TPD content as indicators of effective TPD were reported in earlier research as well (Whitehurst, 2002). Similarly, success of TPD for English subjects was found to be dependent on a range of variables, including the content of TPD, the interference from first language, the level of motivation of second language teachers, parents' attitudes, the level of support provided in the training sessions, home environment, and schooling (Khan, 2011; Hastings, 2012). On the other hand, Darling-Hammond (1997) argued that ongoing professional development at a high level of quality was more important for ensuring positive outcomes than any ideal template for creation and provision of TPD programmes. In the same vein, Opfer and Pedder (2011) argued that TPD is an effective way of improving teaching skills through developing collaboration between colleagues in and outside the school. According to Wermke (2011), TPD is influenced by available learning resources as well as the knowledge, skills, adaptability and motivation of teaching staff. Furthermore, educational policies and the quality of teacher development programmes affect the outcome of TPD in education facilities.

Findings of the current study showed that teachers, head teachers and supervisors believed that TPD increases the pedagogical knowledge of teachers in classroom teaching. If teachers cannot gain good pedagogical knowledge, it means their teaching practice cannot be improved. Thus, it is important to ensure that TPD training can support teachers to improve their pedagogical knowledge. Several researchers agree with the above findings. According to Banksa (2010), TPD allows teachers to enhance their knowledge and skills in the educational method in the teaching practice. Postholm (2012) believed that teachers can enormously increase their knowledge and

skills of education after participation in the TPD training programme. Studies conducted in Saudi Arabia among EFL teachers highlighted that teachers who participated effectively with the TPD training sessions showed an increase in knowledge of their educational method. They were able to deliver their teaching lessons in a better and more appealing way (Alshuaifan, 2009; Ur Rahman & Alhaisoni, 2013).

7.3.2 Weakness of female EFL teachers towards TPD training

There are number of weakness aspects which the female EFL teachers experienced with TPD training, they are listed as follows:

7.3.2.1 Poor impact of TPD

There were a significant number of EFL teachers who showed negative attitudes towards the TPD training programme, as presented and discussed in the following section. Findings in the current study showed that 64% of the teachers had negative views regarding to what of TPD inputs in the learning and teaching process. It seemed that many teachers were discontented with and concerned about the impact of TPD because they thought that the TPD training had not effectively increased their professional knowledge, competence, skill, and effectiveness in their teaching practice. Also, from the perspective of the head teachers and supervisors, the weak points of TPD training courses included teachers being forced to attend TPD training courses, which had a strong negative impact on the teachers, as well as teachers' resistance to attending training and applying what they learned. The latter is a particularly important aspect that must be addressed to ensure that teachers respond positively to involvement and apply what they learn in these training courses.

While 36% of the teachers surveyed expressed their satisfaction with the impact of the TPD training programme on their skills, it is a serious concern that the majority of teachers were not pleased with the impact of the TPD training programme, and this worry was not just addressed by teachers, but head teachers and supervisors who agreed that TPD was not as progressing as it should have been. Thus, urgent improvements should be made to deal with the weaknesses of these training courses. Otherwise, these teachers can not feel satisfied with the usefulness of TPD.

Several researchers confirmed that teachers' attitudes and motivation towards TPD training played an essential role in the success of TPD. Nihily (2012) argued that the quality of TPD was influenced by the attitude of teachers toward the level of skill and knowledge improvement, as teachers could oppose TPD if they felt their skills were not improving as they were aiming. In the current study, many teachers discontented and concerned with TPD training because the approaches it advocated were not perceived as compatible with their expectations in terms of

facilitating their daily practical teaching in school. Other researchers who conducted their research in Saudi Arabia agreed with the current research as they believe that teaching English as a second language remains low in Saudi Arabia because of the poor content and quality of TPD and lack of practical experience with native speakers, especially among female teachers (Syed, 2003; Fareh, 2012; Rahman & Alhaisoni, 2013).

As observed by Lawrie and Burns (2013), TPD has reached a critical point, especially in underdeveloped countries. Likewise, previous studies argued that the absence of encouragement and incentives towards involvement and application of what they learned from TPD could have negative implications for the teachers and their students (Lu *et al.*, 2017; Kennedy and McKay, 2011). The results of an English TPD survey undertaken by Lu *et al.* (2017) among minority schools in south-eastern Chongqing revealed that lack of standardisation of pronunciation, absence of a theoretical framework, and limitations of cultural knowledge and scientific research were the most significant issues encountered. To address these issues, the authors recommended that measures had to be taken to enhance teachers' pronunciation, make them more culturally aware, consolidate theoretical frameworks of language and teaching, promote TPD participation, provide rewards for effective classroom application of knowledge and skills derived from TPD courses, and provide practical training programmes. Research findings have been unwavering with regard to the fact that, for teachers to develop professionally, they must have access to relevant and ongoing TPD that cater to their needs and interests and that are oriented towards supporting and not blaming or coercing teachers or students (Kennedy & McKay, 2011).

EFL teachers in the current study criticised the poor and limited benefits they derived from their attendance at TPD training programmes. This stemmed from the inadequate quality of the training materials, the shortage of training courses, and the exclusion of teachers from the development and planning team for TPD training. Policymakers and the MoE in the Saudi Arabia have failed to develop an appropriate English language curriculum, and one of the reasons for this failure stems from the decision not to include teachers in the planning team for TPD training programmes (Al-Hazmi, 2003; Al-Alamri, 2008; Brahim, 2012). It seems that there is a lack appropriate planning between teachers and other staff in the MoE who are responsible for developing TPD training courses, which negatively affects the performance of English language learning and teaching in schools (Al-Hazmi, 2003; Rahman and Alhaisoni, 2013).

7.3.2.2 Planning stage of TPD

In the present research, approximately two thirds of teachers (62%) stated that they were not actively engaged in the planning stage of TPD, and they were not satisfied with the quality of the information and skills provided in the TPD training courses they attended. In the same vein, 68%

of teachers stated that the training was not of practical use for their teaching. Also, the head teachers and supervisors surveyed in the current study criticised the exclusion of teachers from the team responsible for planning and developing these training sessions, arguing that it damaged the potential for course success. Similarly, the head teachers and supervisors in the current study denounced the fact that teachers were not given a consequential role and their opinion was not taken into consideration to change or modify the training sessions, making the teachers feel embarrassed that they had to apply blindly what they learned in those sessions.

More than two thirds of the teachers questioned in the current study were displeased that they were not part of the planning team to develop and to deliver TPD training, with this lack of participation making it difficult to improve TPD training courses so they better respond to the needs of teachers in their teaching practice. Teachers, head teachers, and supervisors all strongly agreed that the voice of teachers should be heard in the planning and developing stages of TPD training programme. This is one of the major concerns with training and poses the main hurdle for improving TPD training, and thus this issue must be considered.

Several researchers agreed with current findings that any progress of TPD could be measured based on the satisfactory level towards information, knowledge and skills achieved through involvement in the TPD training courses. (Stakanovaa *et al.*, 2013; Gozuyesil & Soylu, 2014, Rashidi *et al.*, 2014). Reasoning behind the above findings in the current study may be because the policy maker in Saudi Arabia does not pay enough attention to new teachers and the quality of TPD, and it seems there is some belief that teachers can enter the classroom without any prior training or development activities (Ibrahim, 2012, a). Furthermore, TPD training can face various challenges if teachers do not take any training courses in their service or if they undertake only a single course in EFL teaching methodology during the preparation programmes organised at Saudi colleges and universities (Al-Hazmi, 2003).

Including teachers in the planning and development team for TPD training programme is very important, and several studies have confirmed that there is a very low chance of success for any TPD training course if teachers are not effectively included in the development and delivery of TPD (e.g. Wiggins & McTighe, 2011; Kennedy & McKay, 2011; Goodwin & Kosnik, 2013). By including teachers in the TPD design process and by giving due consideration to their needs, developers can ensure that the activities and content incorporated in the TPD courses are suitable for teachers' needs (Kennedy & McKay, 2011; Goodwin & Kosnik, 2013). As discerned by Wiggins and McTighe (2011), two major issues affecting EFL teaching are the fact that content overage is not considered a tool but rather an objective, and the fact that teachers are not included in every phase of TPD development. Meanwhile, Svihla *et al.* (2015) maintained that

teachers should not be assigned only the role of passive transmission of knowledge but should be allowed and encouraged to become active participants in forming their students' learning experiences through action research-based TPD studies and proper TPD training, which could equip them with the capabilities needed to address the issues occurring in the context of instruction of English as a foreign language.

In the same vein, the findings of the current study showed that 81% of EFL teachers had a negative attitude to TPD because of their lack of active involvement in the planning of TPD training. Not including teachers in the planning team to develop TPD can cause serious concern among teachers, which might prevent or reduce any progress. It seems involvement of teachers in developing the TPD in Saudi Arabia is still as it was before according to Fareh (2012), who argued teacher training programmes in KSA offered teachers a minimal level of practical experience and did not facilitate EFL trainees in collaborating with native speakers. There is serious doubt that the level of TPD offered by the Saudi Ministry of Education meets the training requirements of existing teaching staff because of the absence of teacher's involvements in developing the content of the TPD (Syed, 2003). Similarly, Al-Hazmi (2003) investigated EFL in Saudi Arabia and found that, while the Ministry of Education had created an English Language curriculum, they were unsuccessful in implementing effective TPD training courses.

7.3.2.3 Long-term goals for TPD

Of the teachers examined in this research, 72% believed TPD training was not designed for long-term teaching service, the reasons for this being the various weaknesses of the current TPD training courses for EFL teachers. It does not seem that the TPD training is sufficiently developed to meet the long-term challenges of the learning and teaching process in the classroom. If teachers feel that the TPD training was not prepared to help them in the long-term, this suggests that the training was developed to solve current problems or difficulties for teachers from the perspective of senior educational managers without consulting teachers themselves or local school managers. However, if the TPD training courses were developed to support teachers in terms of short and long-term strategies, this could increase teachers' satisfaction with and the impact of TPD training programmes. Several researchers have indicated that Saudi EFL teachers suffer from a lack of high-standard teaching skills in English as a subject, and there is a huge need to gain appropriate skills to fill this gap. As Syed (2003) reports, there are currently very few trained EFL teachers in the KSA and there is an urgent need to enhance the skills of existing English teachers.

Likewise, Alfahadi (2012) indicates that Saudi EFL teachers are generally eager to explore foreign languages; nonetheless, there is a need to improve the existing language textbooks used

in the KSA to make them more relevant to Saudi culture, so they can remain useful for longer. Furthermore, EFL teachers in Saudi Arabia currently suffer from a lack of learning and teaching resources, and it has been suggested that Saudi EFL teachers should be provided with all the required material sources and a long-term plan for effective TPD in order to strengthen their knowledge and skills in teaching practice (Fareh, 2010). The absence of clear strategies to develop TPD training courses in addition to the exclusion of teachers from the planning and development teams for TPD means it will be very difficult to see good progress and the positive impact of this training on learning and teaching among teachers and students. In light of the above findings, policymakers should encourage teachers and other staff from schools and educational departments to work as a team to design effective TPD that remains relevant for longer periods of time and address all the challenges and difficulties EFL teachers face in their daily teaching.

7.3.2.4 Evaluation system and supervision

In the current study, 49% of teachers stated that TPD training did not enhance the evaluation and follow-up supervision process. Likewise, the head teachers and English supervisors suggested that the current assessment and evaluation system of training used by the Ministry of Education in the KSA should be improved, in particular in terms of including teachers and head teachers in the planning team of TPD and to use various means of evaluation, such as online and other accessible methods. If follow-up, evaluation and supervision systems are not effectively considered when developing TPD training courses, the success of any TPD training programme will be limited. This means more cooperation and coordination is required among the team planning and developing TPD, and teachers and local school managers and supervisors should be involved in the supervision process. The current researcher has not found any research conducted in the Middle East that mentions a continued supervision process for TPD. It is important to consider the implementation of a constant supervision process not just regarding teachers' development, but also the components of TPD training courses, such as planning, development, and the involvement of all staff who can enrich TPD, as well as the delivery of TPD, its impact, and its evaluation system.

Most head teachers and English supervisors surveyed in the current study observed a lack of coordination between them, teachers, and trainers from the Ministry of Education. Thus, in the absence of good contact and coordination between the Ministry of Education and other educational staff involved in the TPD process, from the design to the delivery stage, satisfactory and sufficient outcomes are unlikely to be achieved in terms of working together as one team, communication and including teachers in the planning and delivery unit of TPD training for school teachers. Earlier studies confirmed that whenever cooperation between the policy-makers

or leaders in the educational body was weak, the progress of TPD could be interrupted and less effective (e.g. Ma, 2015; El-Bilawia & Nasserb, 2017). To give an example, El-Bilawia and Nasserb (2017) undertook research in three national language schools in Egypt to investigate EFL teachers' views and their perceived advantages and disadvantages of TPD offered by the Egyptian Ministry of Education within the context of a national reform plan introduced immediately prior to the country being swept up in political transformations. The findings revealed that the teachers criticised the fact that the Ministry of Education authorities did not offer them the required support and follow-up, which had a negative influence on TPD training and its effects on the teachers and their students.

Despite supervisors being available in every school in Saudi Arabia, if the supervisors are not supportive of teachers and if they do not understand their needs, they will not be helpful. However, it seems to be an important component to be considered. When supportive follow-up and supervision is not taking into account in the process of TPD in Saudi Arabia, then the outcomes will not be sufficient enough (Alfahadi, 2012), Guskey (2003) suggests that designing TPD should be based on the most relevant and accurate research evidence and should be compatible not only with the objectives of the teachers, but also with standards, evaluation and supervision procedures and reform initiatives. Moreover, the professional development provided to most teachers fails to achieve quality learning, even though quality teachers are urgently needed throughout the world (Lawrie & Burns, 2013). Additionally, a significant proportion of professional development is not frequent enough, its quality is inconstant, it is not sufficiently long, and assistance or follow-up are either inadequate or completely lacking (Lawrie & Burns, 2013).

Research supports the above findings and encourages teachers and their managers to conduct a supportive assessment and evaluation of their teaching performance in order to achieve good outcomes in the teaching and learning process at their schools (Newmann *et al.*, 2001; Penuel *et al.*, 2007). Likewise, teaching practices may benefit from teachers assessing their own instructional approaches by drawing on TPD, cultural beliefs, past experiences, and learning preferences (King & Gilliland, 2009). However, how teachers perceive recent experiences of in-service training generally determines the measurement of the notion of TPD coherence (Desimone *et al.*, 2002; Penuel *et al.*, 2007). However, the literature from outside the Middle East were not great at addressing the importance of good supervision on each step of the TPD training courses, small amounts of research valued the crucial component of follow-up supervision on TPD training courses, otherwise, the outcomes of TPD training will be not successful and it will lack good quality (Sedita, 2014; Tooley & Connally, 2016).

The poor cooperation between teachers, trainers, and their supervisors in Saudi Arabia has the impact of limiting the effectiveness of TPD training (Fareh, 2010; Alfahadi, 2012). In contrast, a supportive atmosphere in the context of TPD training courses among teachers and trainers can enhance the attitude of teaching among teachers and increase the effectiveness of teaching (Fisher *et al.*, 2011; Ness, 2016).

7.3.2.5 Lack of trust and cooperation in designing the TPD training

One of the main failures of TPD identified in the current study was the exclusion of EFL teachers from participating in the planning and design team for TPD training courses. It is obvious that when there is no cooperation and coordination between teachers and the staff who are responsible for developing a TPD training programme, there will be no trust between these parties. Researchers who conducted their studies in Saudi Arabia have been concerned about this fact, since it can easily generate resistance towards TPD (Al-Gaeed, 1983; Al-Qahatani, 2003; Al-Jarf, 2004). However, it appears that the Saudi Ministry of Education has not paid attention to this issue, thereby meaning that the formulation and implementation of TPD training courses receives no input from teachers themselves. This finding was also confirmed by researchers in Saudi Arabia, they showed that the way of developing TPD training courses is lacking consideration of the needs of EFL teachers and their students in the classroom (Al-Hazmi, 2003). It is not professional to exclude teachers of planning and developing the TPD. Because of this way of developing and using TPD in Saudi Arabia, the weakness and failure of TPD is still existing.

7.3.2.6 Relationship between teachers and trainers

The EFL teachers in the current research believed that if the TPD trainers had not received sufficient professional experience in delivering the TPD material, this would produce insufficient outcomes. Furthermore, the impact of a TPD training programme can be limited if the trainers who deliver it do not have solid practical experience in teaching as teachers are not looking for academic lecture but practical advice. This finding was confirmed by Syed (2003) and Khan (2012) who argued that the challenges faced by teachers will vary from region to region, teaching programmes must be designed based on the requirements of Saudi teachers and their students and the cultural values of the region (Khan, 2012).

More than half of EFL teachers in the current study criticised the communication and follow-up between teachers and trainers, stating that it was sub-optimal, and the training sessions lacked organisation. Furthermore, these teachers stressed that the materials were presented poorly and

did not align professionally with the curriculum. One of the difficulties teachers encountered during these training sessions was the relationship between teachers and trainers. The EFL teachers in the current study argued that communication between teachers and trainers required improvement so as to be more active and positive. It is important to establish healthy relationships between teachers and TPD trainers, as poor relationships will negatively affect training outcomes. Researchers have raised concerns about the poor relationship between TPD trainers and teachers. In the absence of good coordination and cooperation, it is difficult to achieve progress in a TPD training programme because there is a contradiction between expectations, specifically, the trainers' agenda and teachers' perspectives and needs.

It seems that this relationship was poor, which can generate resistance from both teachers and trainers. The great challenge for trainers is if they have not worked as a teacher before, which can increase the gap between both sides. However, if trainers came from a teaching background, they would be closer to the teachers they are instructing and gain more practical knowledge about teaching by experience rather than primarily through academic study. The relationship between trainers and teachers in the TPD training should be to strengthen each other, and the goals of each should not contradict or give rise to tension (Wiggins & McTighe, 2007). It is a problem when there is a lack of coordination between the curriculum and TPD training courses in the target language, and this fact has been identified as a major difficulty in the context of EFL in Saudi Arabia (Ellis, 1997). Saudi policymakers in the domain of education should consider this point and pay closer attention to ensure that the content and delivery of TPD training programmes is consistent and integrated with the curriculum; otherwise, the outcomes are unlikely to be positive.

7.3.2.7 Poor TPD content

The findings of the current study showed that the majority of EFL teachers had negative perspectives towards the usefulness of TPD. Also, 61% of the teachers considered the training courses to be irrelevant to their day-to-day teaching practice; unhelpful in aiding the production of educational materials and activities that improved their teaching; and inapplicable to the actual practice of teaching. 71% of teachers stated that TPD training was not effective in strengthening their ability to be a researcher as well as a teacher. That more than half of the surveyed teachers stated that the content of training courses was not helpful for daily teaching practice raises concerns about why materials are so weak and the lack of a coherent plan to deliver training courses based on teachers' needs. Thus, the main problem here appears to be that TPD training was developed without evaluating the actual needs of teachers. Therefore, no progress can be achieved if the TPD training is developed and delivered in a way that is divorced from the interests and involvement of teachers. In addition, it seems that the TPD training courses were

designed according to an old method that sees teachers as teachers only and not also as researchers or leaders. Viewing teachers from this narrow perspective and does not fit the modern role of teachers at schools.

The current study found that poor TPD content was one of the causes of failure of TPD in Saudi Arabia. There is no chance of a TPD training programme achieving good progress in helping teachers and students if the content of TPD training courses is not good enough and is not developed based on the actual needs of teachers. Despite the Saudi Ministry of Education mentioning some aspects of the content of TPD which requires enriching the materials, technology, subjects, resources and way of delivery (Tatweer, 2012; MoE, 2013), based on the findings of the current study, EFL teachers did not believe that the current content of TPD is adequate.

Research confirmed that when teachers felt their role was not important and they had to act in the manner they were told, the goals of TPD could not be reached (Goodwin & Kosnik, 2013; Connally, 2016). Nevertheless, as Avalos (2011) warned, true TPD effectiveness is reflected in teachers being aware of new teaching techniques and using them in the classroom reasonably, rather than simply putting into practice everything acquired from the TPD training course, without judgement.

In Saudi Arabia, TPD training courses still lack effectiveness, even though ample resources have been allocated to their development and delivery. For example, the education system is still confronted with some difficulties, such as the need to provide better access to and use of information technology, to expand the dissemination of information, and to enhance competition and communication (Tatweer, 2012). As far as English teachers and supervisors in Saudi public schools are concerned, the available development programmes and in-service training are insufficient and lack efficiency, while students are poorly motivated, traditional teaching methods are used excessively and are favoured over teaching support and innovative technology, school resources are deficient, and language laboratories cannot cope with existing demands (Khan, 2011; Elyas & Al-Grigri, 2014).

Several researchers confirm that when the content of TPD training matches the required skills that teachers are eager for, the potential for success will be high (Martin & Umland, 2008; Phelps, 2009; Avalos, 2011). However, if the content of TPD training courses is inadequate, not up to date, uses unclear method, or addresses individual differences to deliver it to the teachers, EFL teachers may struggle to benefit from these training sessions (Wiggins & McTighe, 2007; Wiggins & McTighe, 2011).

EFL teachers in Saudi schools should receive adequate TPD training courses based on their needs and required teaching skills, and due consideration should be paid to the individual differences that exist among teachers. Furthermore, TPD training courses should not contradict the cultures or values of either the teachers or the students. Policymakers in Saudi Arabia should evaluate the strong and weak points every year and listen not only to the school management, but also to teachers in supportive atmospheres, away from blame and punishment, and with the freedom to speak up about and criticise the TPD training courses.

7.3.2.8 Limited opportunities to practice English with native speakers:

This finding is logical and applicable not only to Saudi Arabia, but in other countries where English is not the first language for people in and outside the schools. If teachers cannot find space to practice English with native speakers, they will not be sufficiently confident when teaching their students. The Ministry of Education and school management should create an environment where teachers can practice their English with native speakers through establishing forums, Skype meetings and exchange visits between English teachers in Saudi Arabia and teachers from the UK or the USA in order to increase confidence in English language use among local teachers. Like the above finding, there is not much research considering this important issue (Khan, 2011; Elyas & Al-Grigri, 2014). The EFL programmes in Saudi Arabia lack method of teaching, as well as combining inappropriate planning, and inadequate training of TPD, in addition to severe practical experience for English teachers to practice with native speakers (Al-Hazmi, 2003; Fareh, 2012). In light of the above findings in the current study, the aim of TPD training courses should be to support the teachers rather than to judge and blame them. Therefore, if the Saudi Ministry of Education wants to improve the outcomes of learning and teaching among EFL teachers, it should consider these recommendations and encourage teachers and researchers to conduct more research in this area.

7.3.2.9 English skills

Further findings of the current study showed that more than 55% displayed negative views towards TPD training, stating it unhelpful in improving their listening, reading, grammatical, and translation skills. Some TPD programmes only focus on how teachers can improve their method of teaching, but this is not enough to improve learning and teaching practice in schools. English skills should be addressed to provide teachers with reassurance that they are doing well and improve some of their skills. There are two main components to making a TPD training programme a success, which are firstly, improving teaching methods and strategies, and secondly, improving the English skills of teachers. When both components are addressed in a TPD training programme, the chance of success will be high. This means that the content of TPD is not well designed to match the needs of teachers. This was also confirmed by Zaid (1993),

who suggests numerous teachers leave university without having acquired key English skills (in particular English speaking skills) and this weakness continued when these teachers work in schools. Subsequently they may not feel confident to teach English because of the poor quality of TPD, lacking focus on English skills such as reading and listening (Al-Hazmi, 2003; Zaid, 1993). The main obstacles affecting EFL teaching in Arab countries are when teachers lack sufficient training; inappropriate teaching methodology; poor competences, a focus on memory-based learning instead of on skills development; the orientation of the educational process on the teacher and not the learner; differences in methods used (compartmentalisation vs. whole language); inadequate exposure to English; improper evaluation techniques; and insufficient teaching resources (e.g., Ahmed, 2001; Abdelhafez, 2010; Fareh, 2010). Thus, good quality of TPD should also consider in its design to focus on the main English skills for teachers and to ensure they're confident to teach them, or the teachers may need more focus on these skills. But it must be checked openly with teachers during the TPD training courses in order to address any further needs in the other levels of courses of training of TPD.

Teaching English as a second language is a challenging task from an intellectual, emotional and physical point of view (Rahman and Alhaisoni, 2013). TPD is essential in improving the skills of language teachers. However, recent studies (Fareh, 2010; Ibrahim, 2012,a; Alfahadi, 2012) suggested that schools in Arab countries, primarily in Saudi Arabia, did not provide the necessary resources and support services to their teaching staff. It is important for new and existing teachers to focus on TPD by diversifying their role in the workplace; for instance, teachers can now play the role of researchers, reflective practitioners and online facilitators simultaneously. To increase the effectiveness of TPD, it is important that teachers are adequately motivated and committed to improving their skills. Similarly, many Gulf countries, including Saudi Arabia, suffer from weak performance in teaching EFL, which is primarily due to a lack of knowledge, poor teaching skills, inadequate support services, low motivation and unstructured curricula (Syed, 2003). Very few studies have examined the impact of TPD in Gulf countries (Al-Mifrij *et al.*, 2006; Ibrahim, 2012,a).

Rahman and Alhaisoni (2013) stated that it would be unreasonable to attribute the poor achievements in English language teaching and learning in Saudi Arabia to a single factor, such as learning materials or student incompetence. Rather than just one factor, there is a range of factors contributing to the weaknesses of TPD training courses especially the English skills as part of TPD in Saudi Arabia. In research reports on several language schools across Saudi Arabia, some researchers have shown current dissatisfaction with the range of teaching development programmes and seminars on offer, as well as with the supervisory policies in place (e.g., Fareh,

2010; Alfahadi, 2012). Because the level of TPD practiced in the KSA is poor, new and existing staff are not being provided with essential training opportunities and support services.

Darling-Hammond *et al.* (2017) argued that many TPD initiatives seemed to fail in supporting changes and did not have a positive impact on teaching and learning processes, because teachers were excluded from the processes of designing and developing the content of TPD, and experienced teachers were not allowed to participate in delivering the TPD training courses. Excluding teachers in Saudi Arabia was one of the obstacles of TPD training programme. The training courses of TPD in the KSA focus mainly on teaching methodology and are run mostly by external trainers, supervisors and rarely with some English teachers, who do not have the necessary subject knowledge, linguistic proficiency, and expertise in the teaching methodology for foreign languages (Al-Ahaydib, 1986; Zaid, 1993).

7.3.2.10 Excluding schools from the larger system

In terms of the usefulness of TPD with respect to professional development, teachers believed that they were not provided with a clear vision that their school was part of a larger system that needed to be considered in the teaching/learning process. It is difficult to match teaching and learning in a school environment with modern approaches to teaching unless schools form partnerships with other organisations in society. However, teachers in Saudi Arabia live in a conservative society and are not encouraged to build bridges with other organisations, especially female teachers and girls' schools as the Ministry of Education places pressure on school management to follow the rules of the education system without any argument. Some researchers in Saudi Arabia talked about lack of good strategy and systemic vision to consider TPD as it does not work alone, it requires to be part of a bigger, supportive system if the policy makers want to achieve good impact out of applying TPD for teachers in service (Fareh, 2010). However, this supportive system for TPD seems to be weaker and not active currently in Saudi Arabia (Ibrahim, 2012, a; Alfahadi, 2012).

In other hand, TPD training was not seen as having enabled teachers to build a learning community with colleagues as well as a partnership between school and home. There is no reason why there should be a separation between school and home. Communication and cooperation between school and home should strong in order to support the achievement of the goals of education as there can be no success for schools if school and home do not share a good relationship. This means that the progress of TPD training is limited when teachers are not encouraged to develop a relationship with students' parents. This finding was also mentioned by a few researchers in the Middle East whom argue that the progress of TPD among teachers faced some obstacles such as inadequate qualifications and absence of partnership between school and

home (Syed, 2003; Khan, 2012). I believe that a lack of partnership and cooperation between school and home is one of the main problems to overcome to increase the impact of teaching in the classroom and to enable teachers to apply what they learn from TPD training courses into their teaching practice. If there is a good partnership between school and home, this means the teaching atmosphere will be more positive and facilitate more understanding among students and their parents in addition to working together in order to strengthen the impact of teaching.

7.3.2.11 Teachers are not leaders

TPD training was not seen as having developed their leadership qualities as teachers. Teachers in Saudi Arabia may face obstacles when seeking to depart from the traditional teacher role, but there is nothing wrong with a teacher acting as a leader. When teachers see themselves as leaders, their motivation and performance can be more resilient and productive when compared with situations where they have a limited role in teaching students and do not use their initiative to improve their performance and relationship with students, school management, and society. Until teachers' voices can be heard and they are involved in the planning and developing of TPD training programmes, these programmes will not support the leaderships qualities of teachers. Based on this finding in the current study, it seems that the teachers were not effectively prepared or trained to act as a leader in their classrooms. Also, Ibrahim (2012,a) recommend that teachers in Saudi Arabia -and in general- should act not just as teachers but should be prepared during the TPD training courses and local management in their school to take care of their students from teachers as leaders. Teacher as a leader carries a wide meaning of how teachers should act as leaders in the classroom. This notion should be supported by both head teachers and supervisors in the schools to help the teacher's success.

7.3.2.12 Absence of self-assessment

TPD in-service training was not regarded as having enabled teachers to conduct self-evaluations of their teaching. It seems that self-assessment among teachers is not a practice that teachers learn or are encouraged to do in their daily teaching practice. Teachers might not have enough freedom to practice the self-assessment or to bring it to the regular meeting with their head teachers or supervisors. Thus, the urgent and professional assessment of all the stages of TPD training is needed, and teachers, head teachers, and supervisors must be part of the assessment committee in order to reach good outcomes capable of improving planning, developing, delivery, and assessment processes. If this happened, TPD training programmes would have a greater impact and the teaching and learning performance of teachers and students will improve as a result.

This finding in the current study emphasised that Saudi EFL teachers were lacked of using self-evaluation after they finished their teaching daily or weekly. Few researchers in Saudi Arabia mentioned the self-evaluations as part of TPD training courses as it should be included in order to encourage teachers to evaluate their performance and this routine can help teachers avoid unsuccessful methods of teaching as well as to strengthen the good methods and practice of teaching (Mohammed, 2007; Tatweer, 2012). The current researcher believes that no success will become of TPD training courses if it does not include the self-evaluations and inform teachers how to use it.

To conclude, TPD training courses were negatively perceived by female EFL teachers in Saudi Arabia on grounds that their needs were not appropriately taken into account. The criticisms brought by these teachers to TPD training courses were quite extensive, including the fact that they were not useful or applicable to regular teaching practice, did not promote teaching improvement, did not help them become better teachers, leader and researchers, were not presented in a way that integrated teachers' schools within a wider system with bearing on the teaching/learning process, did not help teachers improve their leadership skills, did not afford in-service teachers the capability to assess their teaching on their own, did not foster the development of a learning community with other teachers as well as with students' parents, and did not lead to improvements in listening, reading, grammatical and translation skills. These reasons explain why TPD training courses have been unsuccessful in Saudi Arabia. Therefore, the Saudi Ministry of Education should address them urgently to enhance the efficiency of the teaching and learning process.

The above weak points can leave EFL teachers in Saudi Arabia feeling disappointed and this can affect them negatively in terms of their teaching performance. Also, the head teachers and English supervisors surveyed in the current study suggested that TPD training courses should include good content and materials and should provide modern teaching skills. Thus, TPD content and material should be developed and produced based on the needs of teachers and their individual differences. Also, follow-up and supervision, when used to support teachers, can increase the benefits of using TPD skills in teaching practice. A lack of follow-up can make teachers doubt the potential positive impact of TPD training programmes. This is reflective of the fact that the Saudi MoE has not carefully considered the various ways in which TPD training courses can be improved for EFL teachers, and it has failed to develop an appropriate English curriculum (Al-Hazmi, 2003).

In addition, the head teachers and English supervisors in the current study stated that their teachers felt there was a lack of follow-up after attending the training courses. This reflects a

huge problem as many educators believe that there can be no success with TPD without effective follow-up (Gulamhussein, 2013). According to Gulamhussein (2013), there should be compatibility between professional development and teachers' needs to achieve the desired changes and improvements, and leaders must provide adequate support and follow-up to maximise the benefits of TPD training.

7.4 R.Q.II: What barriers and difficulties do female EFL teachers encounter during and after TPD training from the perspective of teachers, head teachers and supervisors?

7.4.1 Barriers encountered by EFL teachers during TPD training

7.4.1.1 The needs of teachers are not properly addressed

The results in the current study show that 53% of the EFL surveyed teachers believed that the training provided did not properly address their needs, for example, it did not train them in new, effective methods in teaching practice. In addition, these teachers claimed that they did not receive training on a regular basis. It is clear that when the needs of teachers who are working on the frontline are not addressed in a TPD training programme, it will be difficult to achieve good progress in improving learning and teaching process. Also, when training is not provided to teachers in a strategic manner and on a regular basis, the impact of TPD will be interrupted as scattered training courses will not give teachers effective methods to learn. It is vital that policymakers in the Ministry of Education and school management are aware of all the factors that need to be consider to improve these training courses.

The teachers, head teachers and English supervisors surveyed in the current study suggested that TPD training courses should be designed based on the actual needs of teachers and their students, and that this training should be suitable to the cultural context. When teaching EFL, it is important to use and adapt texts and other activities to suit the social and cultural norms of the host society, in this case Saudi society, otherwise, there might be resistance to the way in which English is taught. Taking into account teachers' needs and culture in the creation of TPD is vital for allowing teachers to develop professionally (e.g. Bertram, 2011; Burson, 2011; Boozer, 2014), for students to improve their performance (e.g. Schoelhorn, 2012), and for schools to create a stable and comprehensive curriculum archive (e.g. Molina, 2013). Hence, it goes without saying that social, cultural and political factors are major determinants of the success of TPD training (Farrell, 2011).

TPD programmes of high quality are in great demand, but most existing programmes have a deficiency of one kind or another, such as insufficient duration, lack of coherence, lack of active

learning, lack of collective participation, lack of emphasis on content knowledge and application of a traditional rather than an innovative approach (Loucks-Horsley *et al.*, 1998; Birman *et al.*, 2007). According to Khouzam and Aziz (2005), many schools do not provide TPD training in relation to teaching EFL. The above findings reveal that inconsistent training and not providing adequate teaching methods can result in ineffective TPD training. This is confirmed by researchers Birman *et al.*, (2007) and Khouzam and Aziz (2005).

The Saudi MoE has not given the same amount of attention and effort to the development of adequate EFL teacher preparation programmes as it has to the formulation of English curricula (Al-Hazmi, 2003). The MoE plays a crucial role in facilitating the positive environment and support required to reduce difficulties during TPD training for EFL teachers in Saudi Arabia. Also, the findings of the current study show that more than half of the teachers surveyed were not content about the outcome of their TPD training. In particular, they did not believe they were being instructed in effective teaching methods. These barriers should be adequately addressed in order to improve teaching performance in Saudi schools. Teachers should come up with new methods and approaches to teaching language that promote classroom interaction and communication to enhance students' enthusiasm for learning English (Ellis, 2008).

Thus, learning new, effective teaching methods and receiving training on a regular basis is important to enabling EFL teachers to develop their teaching practice and to increase the effectiveness of learning and teaching in English subjects. This should be carefully considered and discussed between EFL teachers, head teachers, supervisors and the Saudi MoE. Without effective cooperation among these bodies, TPD training will find it difficult to achieve its aim to improve learning and teaching in schools.

Other research into TPD training has criticised this form of training for not having a consistent framework, and of consisting of a mixture of formal and informal, compulsory and optional, improvised and planned opportunities (Wilson & Berne, 1999). Some criticism is understandable, but when concerns about the barriers encountered by teachers are raised by 73% of the EFL teachers surveyed in the current study, who expressed a strong negative perception of the level of sufficiency of TPD training in Saudi Arabia, this raises the alarm bell regarding the quality of TPD training in relation to various aspects, such as design, working as a team with teachers, and the delivery and constant evaluation of TPD training.

Furthermore, as noted by Ball and Cohen (1999), TPD programmes often take the form of one-day workshops that lack intellectual depth and are not aligned with curriculum and learning matters. This means that improving TPD training in Saudi Arabia requires constant planned workshops. The English curriculum implemented in Saudi Arabia has been heavily criticised and

disputed in recent years because it has not achieved the planned aims of improving the performance of EFL teachers (Al-Eid, 2000; Al-Alamri, 2008). Given other researchers' reflections on TPD training in relation to the findings of this study, TPD training for Saudi EFL teachers should be developed and built upon based on the needs of these teachers to provide good support in terms of covering the main English language skills as well as covering pedagogical aspects. Only by considering these issues can TPD programmes be useful and sufficient for teachers.

7.4.1.2 Obstacles

Majority of the EFL teachers (67%) surveyed, expressed difficulties in benefiting from TPD training, specifically, that it failed to motivate teachers to overcome obstacles in their teaching at school. This is clearly a poor result as well over half of the teachers stated their upset feelings towards TPD training and its impact on their daily teaching practice. It can be disappointing for teachers when after they attend TPD training courses they are still not be able to solve some of the challenges they face in teaching their students. This can generate resistance against involvement in TPD because of the distrust among teachers regarding the impact of TPD. Therefore, the whole TPD training programme should be well-prepared and should align with the needs of teachers so they can feel prepared and confident in front of their students.

According to McElhone (2015) and Camburn and Han (2015), many teachers have little chance to engage in TPD and attain new knowledge and skills generally. When TPD programs are available, inadequate funding and low commitment to training by schools means that suitable and maintained support are rare (McElhone, 2015; Camburn & Han, 2015). Research conducted in the context of Saudi Arabia in 2003, reveals that TPD training in the country has more weaknesses and negative aspects than positive aspects (Al-Hazmi, 2003). In comparison with previous research into EFL teachers in Saudi Arabia, the improvement and positive changes among these teachers seems slow and does not match the ambition of modern teachers. The EFL programmes in Saudi Arabia lack a methodological approach and appropriate planning and there is a lack of efficient EFL teachers to advocate for the urgent need to improve EFL teacher preparation programmes and provide appropriate training not only for student teachers, but also for existing EFL teachers (Al-Hazmi, 2003).

7.4.1.3 Barriers to teachers' involvement in TPD training

In general, more than half of the female EFL teachers surveyed in the current study encountered barriers to their involvement in TPD training, and it was clear that these teachers were still facing considerable difficulties in their classroom teaching despite their attendance at TPD courses. Also, the current study raises the issue of difficulties in teaching EFL generally, which can be the

result of a number of reasons, such as lack of English practice outside the schools for teachers and students. If teachers feel that their attendance at training is a waste of time, this can mean that there is a very low chance of success for TPD training courses. Overcoming the barriers that face teachers during their involvement in TPD can rebuild trust and confidence among teachers. Furthermore, according to Syed (2003) and Khan (2012), the inability and lack of use of English at home has a detrimental effect on the English skills of both Saudi students and teachers. Any language will be weaker when the teachers and students do not have enough time to use it outside of the classroom, in particular by speaking to native speakers.

It appears that attending any number of TPD training courses does not generate a positive perception of TPD training. Based on the findings of the current study, it was revealed that teachers who have not attended any training courses show greater positivity than those teachers who have. This result indicates that TPD training courses do not effectively meet the needs and ambitions of teachers, and these teachers only discover and realise this fact after participating in training courses. The problem might be related to the strategy and goals of TPD training in Saudi Arabia, and this highlights the need for deeper investigation into this issue on the part of the MoE. This finding reflects alarm about the quality of TPD training courses from the teachers' perspective.

The above results reveal a significant problem with the design of the content of TPD training and the way it is delivered. This issue should be discussed with the Saudi MoE in order to study the reasons for the failure of the TPD training and its impact from the perspectives of teachers in greater depth. Saudi EFL teachers should become more highly skilled and knowledgeable through their full involvement in effective TPD training so that their students become proficient in the use of the English language (Al-Hazmi, 2003).

Ultimately, weaknesses regarding the effectiveness and quality of TPD training courses for EFL teachers exist according to the EFL teachers examined in the current study, and this is a crucial point that the responsible authorities within the MoE must consider. TPD training programmes should be carefully developed based on the needs of EFL teachers and, importantly, the development of TPD training programmes and strategies should involve teachers, school management teams, English supervisors and experts from within and outside the MoE.

The Ministry of Education in Saudi Arabia may need to consider establishing a plan to start improving the whole process of TPD training courses from planning, development, and delivery to evaluating the five key elements to improving TPD training suggested by Desimone (2009). The first element is content focus. It is argued that TPD programmes should focus on the subjects and curricula taught by the teachers undergoing training rather than generic teaching

practice in order for the training to be most effective. The second element is coherence. Specifically, it is suggested that TPD training be in line with the beliefs and skills of teachers and the aims of education policies. Third, active learning should be a component of TPD training. Chances to directly design, observe and implement teaching methods gives teachers inquiry-based learning opportunities and improves training outcomes. Fourth, is collective participation. That is, interaction between teachers from a single school can be used to create valuable and collaborative peer learning. Finally, it is argued that duration is key to effective TPD training. While the literature is silent on the precise optimal timeframe for training, it is suggested that longer TPD programmes lead to greater improvements in teaching performance (Desimone, 2009).

7.4.2 Difficulties encountered by EFL teachers during classroom teaching

7.4.2.1 The large number of students in the classroom

The findings show that half of the EFL teachers (50%) surveyed agreed that the number of students in the classroom should not be large in order to enable teachers to support their students. It seems that it is difficult for teachers to apply what they have learnt in TPD training courses in their teaching practice, in particular if their classrooms are not ready to adapt to new practices because of the large number of students and absence of teaching assistants to support the senior teacher in developing new teaching methods. To overcome this challenge, there should be enough space and available resources in classrooms for the adequate application of new teaching methods taught in training courses, otherwise, it will not be impossible to achieve the goal of TPD training and increase its impact.

The Saudi MoE has similarly expressed concern about the negative impact and difficulties caused by large classroom sizes in Saudi Arabia. In the case of Saudi Arabia, factors such as large classrooms and the absence of standards for development also have a negative effect on the professional growth of teachers (MoE, 2004). In fact, a large number of students can be a barrier in the face of any attempt to improve the teaching and learning process in the classroom. Thus, it is important that the number of students in the classroom should be standardised, especially in countries that have substantial financial resources such as Saudi Arabia.

7.4.2.2 Level of IT support

Of the teachers surveyed, 64% expressed extremely negative views towards the difficulties facing teachers in the classroom, with these teachers strongly believing that the level of IT support (hardware and/or software) is not satisfactory. Based on the above findings, more than half of the Saudi EFL teachers examined in the current study are displeased with TPD training and its components, such as the level of inclusion of IT support in using teaching methods that

incorporate IT. This component was considered weak and not properly addressed. About two thirds of teachers were not pleased with the level of availability and accessibility of IT in the classroom, which can make it harder for teachers to deliver their lessons in an attractive way. Teachers were expected to use IT to facilitate learning and teaching in schools; however, it does not seem that many teachers could access the tools they needed to apply what they learned in the training courses. If there were a good follow-up and evaluation system after the delivery of training courses, these difficulties would be resolved. Researcher has revealed the importance of including IT in the design and delivery of TPD training. Indeed, the advantages of incorporating IT in TPD programmes have been highlighted by most studies on this topic (Daly, Pachler & Pelletier, 2009; Dede, 2006; Choa & Rathbunb, 2013).

EFL teachers, head teachers, and English supervisors in the current study strongly criticised the training sessions from various perspectives, including the absence of IT (namely, PowerPoint, computers, and the Internet). It is not justifiable that in a rich country such as Saudi Arabia, IT is not accessible to trainers when delivering training sessions in the TPD programme. This absence of IT in training courses might disappoint teachers and make the training less attractive. IT plays a vital role in contemporary society, and there are several researchers who believe that TPD training courses should enable EFL teachers to use IT effectively when teaching English to students in the classroom setting (Mohammed, 2007; Khan, 2012; Tatweer, 2012). Including IT in the TPD training courses can increase the chance of success that benefits will accrue to both teachers and students, since IT enables people to learn and teach using attractive and efficiency methods (Daly, Pachler & Pelletier, 2009; Banksa, 2010; Choa & Rathbunb, 2013). In addition, IT can strengthen the method of delivering and applying the outcomes of TPD training in the performance of teaching (Padwad & Dixit, 2014; Holmes *et al.*, 2013).

The Saudi education system is still faced with a number of difficulties, including the need to enhance IT in the teaching and learning process in schools as well as to enhance competition and communication (Tatweer, 2012). EFL teachers should have adequate capabilities and productivity to use IT in their classrooms, and the Saudi government has done their best to increase comprehensive training for in-service teachers, with particular emphasis on improving their knowledge and skills and keeping them abreast of the latest information and technology (MoE, 2013).

In the modern era, IT has become vital to facilitating the role of teachers to provide attractive and effective teaching performance in the classroom. There is no doubt that IT can help teachers to do their jobs effectively in the classroom. Thus, it is important that when EFL teachers come to TPD training sessions they learn how to use IT to deliver their English teaching and motivate

their students through the use of modern and interesting methods of teaching. However, it does not appear that many of the EFL teachers in the current study have learnt how to incorporate IT into the teaching of their English subjects as parts of TPD training, which will impact on the way that these teachers can teach their students.

Difficulties in the context of classroom teaching can be overcome by enhancing the capabilities and skills of teachers. Subsequently, these enable teachers to expand the curriculum using new resources, adjust their pedagogical approach, and foster an environment that is more conducive to learning (Al-Qahatani, 2003; Fareh, 2010). It is very important to address the weaknesses reported in the current study, and the Saudi MoE should work closely with teachers, head teachers and supervisors to ensure that the content of TPD training is aligned with the needs of teachers and will enable these teachers to be active, confident and skilful in their application of effective teaching methods and have up-to-date skills. Moreover, in order to improve the quality of TPD for EFL teachers in the current study, it may be useful to take into account the cultural context and values of these teachers. As Khan (2012) suggests, the educational values and cultural beliefs of Saudi students and teachers should be taken into account in the development of TPD for EFL teachers. In implementing the necessary changes and reducing the difficulties highlighted in the current study, Saudi policy-makers should move quickly to prevent further failures. To deal with the existing educational problems in the KSA, such as poor English language teaching, the Saudi Higher Committee of Education is seeking to introduce amendments to English teaching through the country's education policy (Alshumaimeri, 2003).

It was suggested by the teachers, head teachers, and English supervisors in the current study that TPD training courses should use IT, such as online resources and a database, to allow teachers to access TPD materials at any time. This is consistent with the observations of numerous studies, which confirm that IT is an important component in increasing the chances of success of TPD training (e.g. Fareh, 2010; Goldman & Lucas, 2012; Al-Malihi, 2015). Besides broadening the impact of TPD, the use of online courses within the IT facilities could increase the accessibility of TPD for Saudi teachers and make it more cost-effective. There are two major types of Open Online Courses (OOCs) for TPD, namely, OOCs that follow the structure of lecture courses and have an assessment at the end and OOCs that adopt an approach based on collaboration ("open learning"), which to a certain extent allows participants to select learning materials and establish learning goals (Richard, 2014).

However, it seems that the policy makers and educators in Saudi Arabia do not pay enough attention to include IT in the content and delivery of TPD training courses. Other researchers who conducted their studies in Saudi Arabia agreed with the criticism produced in the current

study, and these researchers stated that English teachers in Saudi public schools were concerned about the outcomes of the TPD training, as well as its influence on teaching and learning, including poorly motivated teachers, excessive reliance on traditional teaching methods, and neglect of the application of IT to teaching (Khan, 2011; Elyas & Al-Grigri, 2014). There is an urgent need to enhance the skills of EFL English teachers in Saudi Arabia by allowing these teachers to use IT effectively as a means to improve their teaching performance (Syed, 2003). The Internet and IT resources should be carefully considered in TPD training courses in order to train teachers about how they can apply IT to their teaching practice in the classroom setting (Al-Malihi, 2015).

7.4.2.3 Teachers in secondary schools are facing greater difficulties than intermediate schools

The findings of the current study reveal that teachers in intermediate schools have a more positive impact on English teaching than their counterparts in secondary schools. This suggests that intermediate school teachers have had favourable experiences with TPD training. This could be because the quality of the TPD training programme is superior or they have received more respect and support from school management. The difference between intermediate and secondary schools appears to favour intermediate schools with teachers from these institutions having a better experience with TPD training than those from secondary school. The reasons for this difference will be explored further in the following sections, which discuss the interviews of select teachers from these schools.

The findings of the current study indicate that intermediate school teachers who take the ‘problem-solving and conflict resolution’ module in a lecture format can minimise the difficulties they face during classroom teaching. It seems that the experiences of teachers from intermediate schools were positive and TPD training was able to help these teachers to overcome some of their difficulties in teaching. Research argues that EFL teachers at a primary and intermediate level across Saudi Arabia should all complete training programmes, and that spaces should be reserved for them in teaching colleges for this purpose (Al-Hazmi, 2003). The EFL teaching programmes that were introduced by the Saudi MoE in some teaching colleges in the cities of Riyadh, Jeddah, Beesha and Dammam were in high demand for EFL teachers in order to fill the gap in their skills and the limitations of their schools (Al-Hazmi, 2003). However, it is not just primary and intermediate schools in the KSA that should focus on TPD training. TPD training should be given equal attention by institutions at all three educational stages: primary, intermediate and secondary.

Some of the reasons for the difficulties and barriers that EFL Saudi teachers are facing as identified in the findings of the current study is a lack of preparation for teachers at universities.

As indicated by researcher by Zaid (1993) and Al-Hazmi (2003), numerous teachers leave university without having acquired key English skills, in particular, English speaking skills. Another important consideration that requires attention is the perception that learning English as a language is unclear and different compared to Arabic language and its cultures. This is sometimes an obstacle to teachers and their students in studying this subject (Al-Qahatani, 2003; Al-Jarf, 2004). Adequate resources for English language teaching must be made available not only to students, teachers and supervisors, but also to parents in local Saudi communities (MoE, 2013).

7.5 R.Q.III Considering TPD experiences of teachers at both educational levels (i.e. intermediate and secondary), what are the main differences among EFL teachers, head teachers, and supervisors regarding their opinions of the effect of the training?

7.5.1 Insufficient number of TPD training courses

The teachers in the current study criticised the number of TPD training courses, stating that they were not held on a regular basis and there were not enough courses to adequately respond to their needs. A good TPD training programme should be well-planned and be delivered at a regular time. It should also be evaluated to determine whether the needs of teachers are being met in terms of the number of training courses available. Researchers argue that the EFL teachers in Saudi Arabia are facing the challenge of not having a sufficient number of TPD training courses to improve their teaching practice. As such, they only focus on the methodology and not on the linguistic aspects of English (Zaid, 1993; Al-Hazmi, 2003; Mohammed, 2007). Therefore, it is important that EFL teachers, through effective TPD training courses, improve their English skills in line with a balance with respect to teaching methods that generates positive outcomes among teachers and students (Fareh, 2010). The goal of TPD training courses should be to help EFL teachers improve their English skills (speaking, writing, reading, and listening) in addition to their teaching methods and strategies. Saudi policymakers in the educational field should take this point into consideration when they evaluate the outcomes of TPD training courses every year, since this is expected to improve teaching and learning performance in all schools.

7.5.2 Difficulty in apply what teachers have learnt from TPD

The EFL teachers in the current study believed that it was difficult to apply what they had learnt in TPD training in a classroom setting. These teachers criticised the limited capacity of teachers to apply new and updated teaching methods. Also, the findings in the current study showed that the head teachers and English supervisors surveyed believed that teachers were struggling to cope on their own with the new teaching methods they had been asked to use. Also, the head teachers and English supervisors stated that teachers found it difficult to apply what they learnt

in the TPD courses in the classroom because of the lack of professional and technical support from the Ministry of Education.

In light of what was mentioned above, it is no surprise that EFL teachers are struggling to use the new teaching methods in their classroom. There has been growing consensus that the content of TPD and its delivery were not appropriate, and the teachers struggled to apply new teaching methods in their classroom for several reasons, such as lack of confidence and good experience, as well as lack of support from their supervisors (Martin & Umland, 2008; Moats, 2009; Phelps, 2009). However, individual differences could be overcome if TPD included a suitable variety of methods and approaches, which could provide teachers with the tools needed to create an environment conducive to student learning and to promote active learning (Wiggins & McTighe, 2007).

Previous studies confirmed that the efficiency of the applications and activities of TPD training depended on the availability of technical support (e.g. computers, educational aid, IT and expert advice) to help teachers in their teaching practice (Al-Grigri, 2014). Moreover, compared to teachers who implemented TPD materials on their own, with no technical assistance, a higher student performance was achieved by teachers who enjoyed expert technical assistance in the implementation of TPD materials, alongside active learning opportunities based on collaboration and prioritising the sequence and presentation of scientific notions to aid student learning (Kleickmann *et al.*, 2016).

As regards the situation in other Arab countries, one study that was carried out in Oman sought to determine the extent to which TPD addressed the difficulties hindering improvement of teaching and learning quality. To that end, the study recruited both pre- and in-service teachers, and lesson observation, interviews and questionnaires were the tools used to evaluate the impact of TPD. The interview findings indicated that numerous different challenges confronted teachers when they attempted to put into practice the knowledge gained from TPD. As noted by Al Jabri *et al.* (2018), such challenges may be related to the fact that introduction of new skills and teaching methods may require disruption of established practices and mind-sets within the school culture.

The teachers stated that the training sessions should be on-going and, moreover, that they should not be subject to any blame or unfair judgment. Teachers may know what they should do in the classroom, however, it is not enough to know what they should do; rather, it is important that TPD training enables teachers to apply what they learn in these training sessions with a good support system and available resources. Researchers who have conducted studies in Saudi Arabia criticised the weakness of the content and material, as well as the poor resources of the TPD

training courses (Fareh, 2010; Alfahadi, 2012; Ibrahim, 2012,a). The impact of TPD training courses can be affected negatively when there is shortage of funding to ensure their effective delivery, and to provide feedback and support to teachers (Camburn & Han, 2015; McElhone, 2015).

It seems that providing TPD training courses to EFL teachers is not enough to improve the teaching and learning performance in Saudi Arabia. In view of this, policymakers in the educational field should ensure that other components are available during and after the training in order to achieve successful outcomes. As highlighted by the EFL teachers in the present study, one of the critical factors is constant support, supervision, and a reward system that does not rely on blame and punishment.

EFL teachers highlighted that the KSA is unsuitable for modern teaching methods due to the class sizes. They highlighted the issues surrounding the fact that stigma is attached to teachers who are required to attend, as many teachers felt embarrassed when they were selected for attendance. Effective TPD training courses for EFL teachers may encounter difficulties with large class sizes, which puts the teachers in a difficult position to apply what they have learnt from the training session. In the case of Saudi Arabia, factors like large classrooms and the absence of standards for development also have a negative effect on the professional growth of teachers (MoE, 2004). Fareh (2010) expressed concern about the fact that after teachers were involved in TPD training courses, they should be able to play the role of researchers, reflective practitioners, and online facilitators simultaneously in order to increase the effectiveness of TPD; however, these targets are difficult to apply in crowded classrooms. It is surprising to note that in a rich country like Saudi Arabia, large class sizes are a pervasive problem, and the issue should soon be solved to improve the impact that TPD training courses can have among teachers in general, and among EFL teachers in particular.

7.5.3 The competence of trainers

The EFL teachers in the current study suggested that the MoE should work to increase the competence of trainers. This is vital to improve the skills of trainers in delivering TPD training courses. Also, it would be useful if these trainers had practical teaching experience as this can help to make them feel more confident in delivering training to teachers. In the same vein, in the current study, head teachers and English supervisors also highlighted some of the challenges faced by teachers during their involvement in TPD training courses, including the fact that some TPD trainers were not sufficiently qualified and lacked professional teaching experience.

TPD trainers who are qualified as academics only and have no practical experience as English teachers, can find it difficult to explain teaching approaches based on theoretical knowledge

alone. Trainers should thus be well qualified in both respects: theoretical and practical areas. Several researchers agreed with the above suggestion, since no success of TPD training courses can emerge without employing good and qualified trainers. A supportive school environment, which includes qualified trainers, is one of the most important factors for the success of TPD training courses among teachers and their students (Al-Zayid, 2005; Cochran-Smith & Lytle, 2009; Liu, 2013; Al-Malihi, 2015). This point reflects one of the biggest challenges facing the TPD training process in intermediate and secondary schools in Saudi Arabia. As observed from the review of the existing literature, if there are not enough trainers or if they are not competent, TPD will have little effect on teachers' viewpoints and practices (Ness, 2016).

New studies addressed this point of improving professional development to be conducive to teachers and their students and equipping trainers with the capability to help teachers reinforce their beliefs about instructional practices and enhance their teaching methods to achieve better teaching performance (Fisher *et al.*, 2011). According to Sedita (2014), provision of fundamental knowledge, instruction of pedagogical elements, focusing on teachers' needs, provision of suitable materials and qualified trainers are the hallmarks of effective TPD. The Saudi policymakers at the MoE should pick up this suggestion and consider it immediately, as well as reviewing and evaluating all their trainers with good standards.

7.5.4 Adjust the timing of training

EFL teachers in the current study suggested some improvements that could be considered and adopted by trainers at the MoE, head teachers, and supervisors, such as adjusting the timing to be more compatible with teachers' workloads; making the sessions optional; and creating a reward system to motivate teachers not only to attend but to perform effectively (during and after the programme). It is very important for policymakers at the MoE to consider the above three suggestions if they want to improve the impact of TPD training courses. Any successful training session should be built and delivered to suit the needs and availability of teachers in addition to encouraging them to attend and use what they learnt from these training sessions in their teaching. Studies conducted in Saudi Arabia among EFL teachers have highlighted various solutions to improve TPD training in schools, such as creating effective support system for teachers, encouraging teachers gently without forcing or offending them to participate in the schemes, consulting teachers and their schools about the appropriate timing for the training courses, providing courses such as 'Introduction to Linguistics', EFL syllabus design, and training on IT applications in teaching (Alshuaifan, 2009; Liton, 2012; Ur Rahman & Alhaisoni, 2013). Similarly, follow-up support to teachers after delivering TPD training can ensure that the courses achieve their goals (Duncan-Howell, 2009). Thus, school teachers must be given

systematic, reliable and blame-free support on a continuous basis in order to evaluate the outcomes of TPD (Vazir & Meher, 2010; Hussain & Ali, 2010).

7.5.5 Include teachers in the assessment and evaluation team

EFL teachers in the current study suggested that teachers should be encouraged to become involved in the improvement of the assessment and evaluation system. Effective assessment and evaluation is a factor which can improve the outcomes of TPD training sessions, in particular, when teachers are involved in the process of evaluation of TPD training sessions. In the same vein, the head teachers and supervisors in the current study criticised the process of assessment and evaluation within the TPD training courses, whether during the training sessions or after (performance in the classroom), stating that it was not useful because it involved language that directed blame towards teachers, who could thus not apply what they had learnt in the training courses. TPD training cannot be successful in the absence of an effective assessment and evaluation system to determine the training's impact. Presently, the TPD evaluation process for EFL teachers in Saudi Arabia involves blaming and stirring arguments among teachers.

If the teachers involved were part of the team that evaluated the TPD training courses, this would increase the opportunities to improve the impact of TPD and to remedy its weaknesses. Several researchers have agreed with the above suggestion. An effective and successful TPD training course is linked with content, coherence, curriculum, school support systems, involvement of teachers in the assessment and evaluation system, development of collaborative and meaningful learning between teachers and their students, and training session consistency (Desimone *et al.*, 2002; Penuel *et al.*, 2007; Desimone, 2009).

In addition, the head teachers and English supervisors in the current study suggested that TPD training courses should be developed using a strategic approach. In particular, this approach should be based on continuous and long-term engagement with TPD courses, not just to remedy temporary issues. Three aspects that quality PD should consider were identified by Sedita (2014): provision of fundamental knowledge during the first sessions, including instruction of pedagogical elements via a strategic approach, addressing needs, and provision of materials delivered by capable trainers; guided practices to afford teachers the time and help needed to produce lesson plans and classroom activities in the context of interactive workshops, presentations and demonstrations; and consolidation of enduring implementation through organisation of small group sessions to encourage teachers to reflect on their classroom practice.

7.5.6 Coordination between teachers and the TPD planning team

EFL teachers in the current study suggested that coordination between the teachers and TPD planning team, paired with improvements in the awareness of the benefits associated with

involvement in the sessions, would be positive. This point was mentioned earlier in this chapter as a criticism, and it is not generated to be valuable suggestion to be considered as a way to improve the impact of TPD training courses, thus facilitating effective teaching and learning outcomes in Saudi Arabian schools. Greater success can be achieved from TPD training courses when the teachers are involved as part of the planning and delivery team of the TPD training programme, and matching the needs of teachers is crucial when developing and delivering these training sessions. In addition to this, the beliefs and attitudes of teachers will be positively impacted by this, thereby encouraging them to apply what they have learnt to their teaching practice (Kennedy & McKay 2011; Goodwin & Kosnik, 2013; Boozer, 2014).

The head teachers and English supervisors in the current study suggested that TPD training courses should be developed and updated based on the current curriculum rather than the old one. The lack of coordination between curriculum and TPD training courses has been identified as a major failure among EFL teachers in Saudi Arabia (Ellis, 1997). This is a very important point that was addressed by previous research, but it seems that this lack of coordination between curriculum and TPD training has still not been solved. In the same vein, Khankar (2001) reported that the main shortcomings of the curriculum included lack of emphasis on cultural facets, which made use of English outside the classroom difficult, insufficient topics of interest, incompatibility between content length and course duration, lack of promotion of independent learning, and deficiency of teaching support.

It appears that this problem of cooperation between the staff responsible for the curriculum and the TPD team also occurs in other Arab countries, like Jordan. Alodwan (2012) addressed the situation in Jordan and proposed that good practices in terms of curriculum and TPD training for English teachers and their students should all be taken into account to improve the EFL process, whilst at the same time, priority should also be accorded to the formulation of curriculum and methods conducive to the improvement of the four basic skills associated with EFL. Furthermore, as stressed by Wiggins and McTighe (2007), curricula and TPD training should give due consideration to culture; therefore, there should be a greater number of experiential and cultural dimensions within the curricula and TPD, highlighting academic accomplishment, whilst at the same time curricula could help to ensure that TPD is sustainable. In addition, TPD training courses for EFL teachers should be aligned with the cultural values of Saudi Arabia. Hence, cultural context should be carefully considered when designing TPD materials and English textbooks, since these can be a cause of major dissatisfaction among Saudi EFL teachers (Khankar, 2001; Khan, 2011; Hastings, 2012; Alfahadi, 2012).

7.6 Summary

In the current study, EFL teachers have mainly focused on their negative perceptions, difficulties, and criticisms of the TPD training courses and their impact. However, considering the interview responses taken from Saudi EFL teachers in the present study, relatively few positive remarks were made about the way in which TPD training courses improve knowledge, pedagogical skills, and attitudes. Nevertheless, several studies in the literature have reported findings which are inconsistent with those identified in this study. Ultimately, it is possible to conclude that for some Saudi EFL teachers, their participation in TPD training courses does not guarantee that their attitudes towards teaching will become more positive.

The perspectives of in-service female EFL teachers in the current study indicated that TPD training courses were negatively perceived on the grounds that the required needs of these teachers were not appropriately considered. Similarly, the head teachers and English supervisors in the current study argued that TPD training courses should be designed based on the actual needs of teachers and their students, and they should be suitable to the cultural context. Several researchers agreed that the integration of TPD into the given cultural context is necessary to ensure success (Bertram, 2011; Burson, 2011; Boozer, 2014).

The criticisms identified by the present study's sample about TPD training courses were quite extensive, including statements such as TPD training did not promote teaching improvement, failed to enhance research skills, did not integrate teachers' schools into a wider system with bearing on the teaching/learning process, did not help teachers improve their leadership skills, did not afford in-service teachers the capability to assess their teaching independently, did not foster the development of a learning community with other teachers as well as with students' parents, and did not lead to improvements in listening, reading, grammatical, and translation skills. These considerations explain why TPD training courses have been unsuccessful in Saudi Arabia. Therefore, the Saudi Ministry of Education (MoE) should address them urgently to enhance the efficiency of the teaching and learning process.

In the current study, the barriers encountered by EFL teachers during TPD training were described by 73% of teachers as dissatisfaction with TPD training session quality (arising from multiple factors, e.g., curriculum did not reflect the English skills the teacher needed, had weak content, material presented unclearly, material organised poorly, inconsistent teaching and training methods, and material delivered poorly). Researchers who have conducted TPD-focused studies in the KSA are in agreement that whenever the TPD training does not match the interests and needs of teachers, they will be left disappointed (Al-Hazmi, 2003; Khouzam & Aziz, 2005). The above high rate of insufficiency of TPD training in Saudi Arabia should raise alarm bells

about the evaluation system in the teaching of English subjects. This should be addressed and treated in the near future by the Saudi MoE.

In terms of the difficulties encountered by EFL teachers during classroom teaching, more than half of the EFL teachers in the current study reported various difficulties and obstacles when attempting to apply what they had learnt in the TPD training sessions, such as large classroom sizes and using IT. The findings of the current study are consistent with those of Tatweer (2012) who found that large classroom size, as well as the inability to use IT properly when teaching in the classroom, were obstacles for teachers. Several researchers have confirmed the vital role of IT in delivering content and presenting TPD training sessions effectively (Dede, 2006; Daly *et al.*, 2009; Choa & Rathbunb, 2013).

Based on the findings of the current study, TPD training courses in Saudi Arabia have failed to support teachers and their students. This means it is the responsibility of the MoE to study the issues with TPD training deeply and in a mindful way, and to meet with the staff who are involved in TPD. This is anticipated to prove an effective way to correct mistakes and solve problems. Al-Hazmi (2003) argues that teachers in a country such as Saudi Arabia should not be facing great difficulties in their teaching in the classroom. It is not fair to blame all teaching weaknesses solely on teachers. The managers and educators in the MoE should also be responsible for a large part of this failure.

These primarily relate to the lack of sufficiently qualified trainers; the lack of coordination between supervisors, head teachers, teachers, and trainers; the difficulties teachers encounter when struggling to cope on their own with new teaching methods; the perceived lack of follow-up sessions after attending the training courses; and difficulties in applying in the classroom knowledge and skills derived from the courses, which itself stems from the lack of professional and technical support. All of these challenges have been confirmed and agreed on in the literature, and it has been shown that whenever these challenges and problems confront the TPD training courses, teachers' performance will be less effective, and it will be more difficult to achieve professional standards (e.g. Fisher *et al.*, 2011; Ness, 2016; El-Bilawia & Nasserb, 2017).

According to the interview participants in the current study, MoE policy should be to ensure that all of the trainers who conduct TPD training courses are adequately qualified. This should involve an audit of the existing capabilities of all trainers currently enrolled in TPD training courses. Furthermore, Saudi EFL teachers recommended that TPD training courses be scheduled in a manner that is more aligned with their professional obligations. In addition, enrolment in sessions should be voluntary, and a system of rewards should be created to ensure participants engage effectively with the training schemes (both during and afterwards). Noteworthy, these

findings are consistent with those reported in the extant and related literature (Alshuaifan, 2009; Liton, 2012; Ur Rahman & Alhaisoni, 2013).

It is also critically important that the TPD training courses provided to EFL teachers in Saudi Arabia are consistent with the country's cultural landscape. Issues highlighted by other researchers pertaining to this consideration underline the importance of culturally-appropriate teaching materials and English textbooks, since these can serve as a significant source of dissatisfaction among Saudi EFL teachers (Khankar, 2001; Khan, 2011; Hastings, 2012; Alfahadi, 2012).

Chapter 8: Conclusion

8.1 Introduction

In the present chapter, the different strands of evidence and the research findings are brought together in order to provide a summary of the current study as well as to formulate concluding remarks. The manner in which the study contributes to the existing pool of knowledge from both a theoretical and practical perspective is highlighted and justified. Furthermore, the weak points of the current study are pointed out and acknowledged and reasons for the occurrence of these weak points are put forth. What is more, besides providing an overview of the research and its findings and highlighting the shortcomings of the study. The present chapter also draws attention to the implications and ramifications that have emerged from the results obtained in this study; these implications and ramifications are considered from a number of different points of view, including policy-makers, teacher instructors, EFL teachers, head teachers, as well as English supervisors. Last but not least, in the final part of the chapter, conclusions are drawn on the basis of the findings and discussion of the research, and suggestions for future lines of research inquiry are proposed.

8.2 Overview of the study and its findings

The primary goal of this study was to identify the weak and strong points of in-service TPD for female EFL teachers in intermediate and secondary schools in the Saudi city of Riyadh. The current study consisted of two sub-studies, namely, a quantitative study involving completion of questionnaires by EFL teachers and a qualitative study based on interviews with EFL teachers, head teachers and English supervisors. The quantitative study aimed to explore the perspectives of in-service female EFL teachers regarding the usefulness of TPD training courses, in addition to the barriers and difficulties female EFL teachers encounter during and after TPD training. The qualitative study aimed to identify the perspective of head teachers and English language supervisors about the weak and strong points of TPD for female EFL teachers in intermediate and secondary schools in Saudi Arabia. In addition, to explore the main differences among EFL teachers regarding the influence of the training, both positive and negative TPD experiences at both educational levels (i.e. intermediate and secondary) were considered.

To achieve these aims, the study sought to answer the following research questions:

The questionnaire-based quantitative study aimed to answer first research question (i), while the interview-based qualitative study aimed to answer another two research questions (ii and iii).

i) What are the perspectives of in-service female EFL teachers, head teachers and supervisors regarding the usefulness of TPD in intermediate and secondary schools in Riyadh?

- ii) What barriers and difficulties do female EFL teachers encounter during and after TPD training from the perspectives of EFL teachers, head teachers, and supervisors?
- iii) Considering TPD experiences of teachers at both educational levels (i.e. intermediate and secondary), what are the main differences among EFL teachers, head teachers, and supervisors regarding their opinions of the effect of the training?

The questionnaire addressed the aspects of TPD for female EFL teachers in Saudi Arabia and the challenges and difficulties that female Saudi EFL teachers faced during involvement in the TPD training, and the influence of TPD on teaching in the classroom. The questionnaire consisted of two main parts; the first part concerned general information about the background and experience of the teachers, while the second part comprised 48 statements that had to be answered by placing a circle around the suitable option, as shown in this example: the in-service teacher professional development courses were helpful for me: (5) Strongly Agree, (4) Agree, (3) I Don't know, (2) Disagree, (1) Strongly Disagree. The questionnaire was developed based on the literature review and earlier tools for EFL teachers at international level, but with particular reference to Saudi female teachers. A pilot study indicated that the questionnaire was valid and reliable.

The main purpose of the interviews was to find out more about EFL teachers' experiences, professional practice as well as the environment in which they worked and interacted with other parties, including head teachers and English supervisors, and how all these aspects were influenced by TPD programs.

It was revealed that many of the EFL teachers stated that TPD training courses encountered difficulties and obstacles in Saudi Arabia on the grounds that their needs were not appropriately taken into account. The criticisms brought by these teachers to TPD training courses were quite extensive, including the fact that they were not useful or applicable to regular teaching practice, did not promote teaching improvement, did not help them become both better teachers and researchers, were not presented in a way that integrated teachers' schools within a wider system with bearing on the teaching/learning process, did not help teachers improve their leadership skills, did not afford in-service teachers the capability to assess their teaching on their own, did not foster the development of a learning community with other teachers as well as with students' parents, and did not lead to improvements in listening, reading, grammatical and translation skills. These reasons explain why TPD training courses have been unsuccessful in Saudi Arabia. Therefore, the Saudi Ministry of Education should address them urgently to enhance the efficiency of the teaching and learning process.

It is reported the barriers that were encountered by EFL teachers during TPD training. In terms of the difficulties encountered by EFL teachers during classroom teaching, more than half of the EFL teachers surveyed in the current study reported various difficulties and obstacles to applying what they had learnt in the TPD training sessions, such as large classroom sizes and using IT. The findings of the current study are in agreement with those of Tatweer (2012), who found that large classroom size as well as the inability to use IT properly when teaching in the classroom were obstacles for teachers. Furthermore, several researchers confirmed the vital role of IT in delivering content and presenting TPD training sessions effectively (Dede, 2006; Daly *et al.*, 2009). The findings of the current study reveal that more than half of the teachers surveyed believed that TPD training had failed to support them to facilitate their teaching and to improve their teaching performance. However, some researchers in Saudi Arabia have criticised the MoE more than schools regarding the lack of support and poor content of TPD training as well as the lack of follow-up and encouragement provided to teachers and students to practice English outside the school context (Al-Hazmi, 2003; Syed, 2003; Khan, 2012).

Analysing the interviews, it showed that the head teachers and English supervisors in the current study were pleased with the positive aspects of TPD as they not only improved the teachers' motivation and attitude, but also strengthened their teaching skills, equipped teachers with new teaching strategies, and enabled them to provide personal and professional support to the teachers. Previous research agreed that effective TPD must be able to facilitate the teaching and learning process in a supportive and positive school atmosphere (e.g. Bucznyski and Hansen, 2010; Zein, 2017). However, a range of features of TPD training courses in Saudi Arabia were the target of criticism from head teachers and supervisors, including coerced attendance of teachers and teacher opposition to training attendance and to implementation of the knowledge and skills supplied by the courses. This is consistent with a number of previous studies, which emphasised that TPD could not have positive results if teachers attended them under coercion and received ill-treatment (Lu *et al.*, 2017).

From the perspective of head teachers and English supervisors in the current study, there are significant challenges faced by EFL teachers with regard to TPD training due to a lack of sufficiently qualified trainers, lack of coordination between supervisors, head teachers, teachers and trainers, teachers' struggle to cope on their own with the new teaching methods, perceived lack of follow-up after attending the training courses, and difficulties in applying in the classroom knowledge and skills derived from the courses because of the lack of professional and technical support. All of these challenges were confirmed and agreed by studies as whenever these challenges and problems are confronting the TPD training courses, teachers' performance will be less effective, and it will be more difficult to achieve professional standards (e.g. Fisher

et al., 2011; Ness, 2016; El-Bilawia & Nasserb, 2017). The head teachers and English supervisors in the current study suggested that TPD training courses should use information technology, such as online resources and a database, to allow teachers to use any TPD materials at any time. This is consistent with the conclusions of numerous studies, which confirmed that IT was an important component for increasing the chances of successful TPD training (e.g. Fareh, 2010; Goldman & Lucas, 2012; Al-Malihi, 2015).

Analysing the interviews showed that, based on the interview responses, it was possible to conclude that EFL teachers in Saudi Arabia were satisfied with several aspects of the TPD training courses they undertook. These positive aspects include the provision of knowledge, the reinforcement of their attitudes, and other effects relating to increased levels of motivation. Nevertheless, the interviews also revealed that when cooperation and support structures were absent at the level of school management, EFL teachers benefitted less from TPD training courses, and this could have the effect of impairing their motivation, as well as the teaching and learning process.

In terms of the criticisms levelled against TPD training courses by the interviewed Saudi EFL teachers in the current study, the lack of IT utilisation was one of the most prominent. Given that IT plays a critical function in contemporary society, the literature strongly emphasises the importance of training teachers, especially those involved in EFL teaching, in the mobilisation of valuable IT resources (Mohammed, 2007; Khan, 2012; Tatweer, 2012). The interviews revealed that many Saudi EFL teachers were dissatisfied with the training materials and courses provided on TPD schemes, emphasising that they overlooked the importance of speaking and thinking capabilities.

In addition, participants in this study suggested that TPD training courses alone were not an effective way to raise teaching and learning standards in Saudi Arabia. A particularly important factor to consider, as highlighted by the Saudi EFL teachers, is the introduction of appropriate support structures, paired with systems of supervision and reward (which, importantly, are free from a culture of blaming and punitive measures). It is also critically important that the TPD training courses provided to EFL teachers in Saudi Arabia are consistent with the country's cultural landscape. This means that the content of TPD training lacks fitting smoothly with social and cultural norms for Saudi people. Issues highlighted by other researchers pertaining to this consideration underline the importance of culturally-appropriate teaching materials and English textbooks, since these can serve as a significant source of dissatisfaction among Saudi EFL teachers (Khankar, 2001; Khan, 2011; Hastings, 2012; Alfahadi, 2012).

8.3 Contributions

It is maintained that the study has achieved the aim of making notable theoretical and practical contributions, given the previously mentioned research objectives and the research findings and discussion.

8.3.1 Contributions to theory

Through its theoretical framework and findings, the present study makes a valuable theoretical contribution to TPD and improves in-service EFL teachers' understanding of the implications of TPD for teaching and learning in schools. The research findings obtained point to the fact that close consideration must be given to the identity and needs of in-service EFL teachers throughout the process of instruction. It is particularly worth noting that the role of EFL teachers in the effects of TPD training courses appears to be highlighted by the identification of in-service EFL teachers and how they perceive these courses and their impact on classroom teaching and learning.

The findings of this study can contribute to the small body of knowledge currently available on TPD among female EFL teachers in intermediate and secondary schools in Saudi Arabia. It is hoped that the research results could be used to improve the design and content of TPD training courses and to strengthen the quality and availability of TPD and improve the skill level of teaching practitioners in the KSA. The findings of this research can enrich the possible and potential applications in terms of the following issues; firstly, to stimulate proliferation of research on TPD and to encourage other researchers to conduct more research to fill in this gap; secondly, to present good knowledge and information about EFL teaching and TPD in general and in particular about female teachers; thirdly, the findings of this research can support the good practice of EFL teaching; and finally this search can provide some useful recommendations to draw the attention of policy-makers in KSA.

8.3.2 Contributions to curriculum design

This study posits that the improvement of TPD practices in the KSA can have a positive impact on the learning outcome of students and improvement can be achieved by identifying the current strengths and weaknesses of development programmes available to Saudi Arabian EFL teachers in Saudi Arabian schools. The policy maker can benefit from the result of the current study to improve the curriculum design which can provide teachers more access to various resources in order to match the content of TPD for teachers with the curriculum design of English subject. This study has performed an in-depth analysis of TPD from the perspective of female teachers and collected data using a mixed methodology of qualitative (questionnaires) and quantitative (interviews) approaches. It investigated the female EFL teachers and their relationship to TPD by

interviewing head teachers, English supervisors, and EFL teachers. It is believed that this exploration can lead to a deep and clear understating of the current research phenomenon.

A good level of skill in the English language is required in Saudi Arabia in order to facilitate the required education development, economic growth, and quality of teachers which in turn determines the quality of students. Thus, EFL teachers should be highly skilled and knowledgeable so that Saudi students become proficient in the use of the English language (Al-Hazmi, 2003). This study suggests that EFL teachers should receive an adequate TPD training in order to help them to become more skilled and professional. In the current study, based on the perspective of EFL teachers, head teachers and English supervisors, they showed some positive points about the current TPD training in Saudi Arabia, however, most of the EFL teachers, head teachers and English supervisors believed that TPD training courses were not effective enough to catalyse the required improvement among EFL teachers, which means that closer cooperation and understanding between school staff and Ministry of Education is essential to improve the teaching practice by improving the content and delivery of TPD training. The findings of the current study can highlight the urgency of introducing changes to the TPD training courses and EFL teachers must be included in all the stages of developing and delivering the TPD training courses in order to improve the teaching process in Saudi schools.

8.3.3 Contributions to TPD

The contributions are relevant for various interested parties (e.g. EFL teachers, educators, universities, Ministry of Education, supervisors, head teachers, and researchers) to bring improvements to TPD training courses of in-service teachers working in Saudi schools. Furthermore, the contributions can encourage better collaboration among schools and the Ministry of Education with regard to incorporation of the various aspects highlighted in this study in the structure of TPD training courses to ensure their suitability for the Saudi teaching and learning environment and achieve better teaching practice. The study has shed light on teachers' identity and involvement in the development of TPD training courses, as well as the impact of these courses on the development of their pedagogical knowledge and their beliefs. The next subparts address these contributions more comprehensively.

Based on the previous studies that have been conducted in Saudi Arabia in relation to EFL teaching and the impact of TPD (Al-Hazmi, 2003; Fareh, 2010; Syed, 2003), there is an absence of research on the perspectives of female EFL teachers. Furthermore, the few previous studies have not investigated the phenomenon in a systemic way, as they merely focused on EFL teachers while ignoring other important factors that could affect the EFL teachers' performance, such as the role of head teachers and English supervisors. The findings from this study have

offered a more in-depth understanding of the connection between EFL teaching and learning and the quality of TPD practices by discovering the strengths and weaknesses of the existing system. This study focused primarily on female EFL teachers and considered their role from a cultural, educational and environmental perspective.

English supervisors who represent the Ministry of Education were interviewed, which helped to investigate the efficacy of the existing TPD programmes for EFL teachers in the KSA and to determine possible ways in which it could be improved. Furthermore, the current researcher intends to publish articles resulting from the study in English and Arabic research journals so that teachers and policy-makers can consult the findings and implement measures to improve the current system and the English language skills among EFL teachers.

8.4 Limitations of the study

There are a number of shortcomings to this study, stemming primarily from the time limitations and restricted resources available to a postgraduate researcher. Firstly, the mixed methods approach was not used as a complete triangulation method, as only quantitative (questionnaires) and qualitative (interviews) methods were used with the participants, while observation methods were not used because of the limited time available to the researcher for completion of this thesis. The observation method can provide a more in-depth understanding of the perception and practice of EFL teachers with regard to the TPD training courses. Moreover, the geographic area from which participants were chosen (a single city) can increase the limitation of the study in terms of making any generalisation. Thus, as the sample group in this study contained only respondents from one Saudi region, the results generated by this study cannot be considered representative of a wider research population.

Furthermore, at the beginning of this research, the researcher attempted to widen the components of systemic searching by choosing participants representative of the various categories related to TPD training courses. However, the researcher used just three categories of participants (i.e. EFL teachers, head teachers, and English supervisors), as it was not feasible to include other categories of participants such as students and students' parents. As such, the views of in-service EFL teachers, head teachers and English supervisors constitute the main source of research data, which is a drawback since input from other relevant stakeholders (e.g. students, parents, academic experts) would have been useful as well. However, the time and resource limitations hindered the use of a wider range of stakeholders, despite the richness of data about the implications and perceptions of TPD training courses that could have been thus derived.

An additional shortcoming of the present study is participants' gender. At every academic level in Saudi Arabia, students are separated according to their gender. Thus, male in-service EFL

teachers could not be included in the research, particularly as the interview was used as a method for collecting data from a number of participants. This study has focused only on female EFL teachers, excluding male EFL teachers because the researcher is female and she could not get access to meet the other gender as direct communication between teachers or students and school staff of different genders is not allowed in such a place like Saudi Arabia. Female teachers only work in schools for female students and all the school staff must be of the same gender. This gender issue is a barrier to widening the sample of participants to include both genders, with negative implications for the quality and generalisation of the findings due to the lack of representativeness of teachers of both genders. The perspective of male teachers was not taken into consideration in this study on account of gender segregation norms in Saudi cultures. Challenges were encountered when some female teachers were unwilling to take part as they felt uncomfortable sharing their experiences, particularly in an interview situation where conversations were recorded using audio equipment. Nevertheless, inclusion of male in-service EFL teachers would have been highly useful as it would have yielded much more comprehensive data and would have afforded insight into the implications of TPD training courses for both genders. Given the conservative Saudi culture and customs, this is especially concerning.

The fact that the study focused only on the context of Saudi Arabia can also be construed as a limitation, which could be addressed in the future by broadening the research scope to some Arab countries in the Middle East, as the educational policies and systems, teacher instruction process and cultural practices are all similar. Investigation of TPD training courses in other Arab countries would help to identify a greater variety of contextual factors that might shape TPD, thus further advancing understanding of how EFL teachers perceive TPD training and its implications for classroom teaching and learning.

Furthermore, the researcher experienced some technical issues in communicating with participants from different cultures, as some of the EFL teachers were from various Arab countries. To reduce the risk of miscommunication or inaccuracies, research instruments were produced in a simple formal Arabic to suit all the participants in the current research, as Arabic was their first language. In addition, and perhaps most importantly, in some cases, the researcher was not sure to what extent respondents spoke freely as some of those participants did not show that they were comfortable expressing the truth.

The richness of data description could be impacted by the use of a theoretical framework. In the present study, such a framework imposes an inflexible outline on the research process and does not allow its focus to expand beyond the scope of the theory (Braun & Clarke, 2006). This is illustrated in cases where the themes are pre-established and rooted in the principles of the

theoretical framework in a deductive way. Therefore, for inductive coding of the data without the necessity to fit it in a pre-established frame, open thematic analysis was adopted in this study, thus averting the shortcomings of theoretical thematic analysis and at the same time exploiting the benefits of theoretical framework as a useful research instrument. Meanwhile, at every stage of the research, emphasis was put on ensuring that the study and its results were trustworthy and of high quality. To this end, the researcher subjected the data to peer review and interpretation, sought counselling from supervisors and held presentations at conferences to obtain feedback from academics.

The study presented a drawback from the perspective of the participants' subject areas as well. More specifically, the only subject addressed in this study in relation to in-service teachers' attitudes towards TPD training courses was English, due to the fact that, as a second language, English posed the greatest challenges for the teaching and learning process, and thus was the subject most commonly targeted by TPD training. Another reason for focusing on the subject of English was that this is the subject that the researcher is most interested and experienced in.

The insufficient size of sample as well as sampling method employed also constitutes a limitation. Statistics from the Saudi Ministry of Education (MOE, 2017) suggest that there are currently over a thousand in-service EFL teachers in Saudi Arabia. Of these, the quantitative study was conducted among just 121 EFL teachers, while the qualitative study was carried out only among 12 teachers (eight EFL teachers, two head teachers and two English supervisors). In the current study, mixed sampling of random and convenience sampling was applied which could be a limitation in this study. The use of a wider sample of participants from multiple Saudi schools and cities would have shed more light on the topic in question and the findings could have led to the discovery of a greater number of variables. Last but not least, the study also has a shortcoming in terms of the fact that it focused only on intermediate and secondary school levels, excluding the primary school level, thus missing the opportunity to obtain a wider range of perspectives and factors associated with student age and curriculum character, which would have made the findings more valuable. The reason for not including the primary school level was that the sample of EFL teachers would have had to be expanded.

8.5 Implications

As discussed in the next parts, the results of this study have implications for a range of stakeholders, including policy-makers, teacher educators, in-service EFL teachers, head teachers, and English teachers.

8.5.1 Implications for policy-makers

Policy-makers prioritise TPD training, the improvement of which takes up a notable proportion of their effort and energy. In spite of this, it appears that quantity is more important to them than quality (Kafyulilo, 2010). To give an example, the allocation of a massive budget to the Ministry of Education in Saudi was focused on the supply of resources and equipment; however they were less focused on pedagogical dimensions of TPD training in teachers' agenda and curriculum, especially in the case of EFL teachers.

A major issue with TPD programme content is the fact that it provides teachers with information that is of little relevance to actual school practice. As such, TPD improvement necessitates active participation on the part of EFL teachers and collaboration with the team in charge of TPD content development, with central importance being accorded to pedagogy, development of teachers' identity and addressing teachers' needs.

The research findings pointed to the fact that the collaboration between the Ministry of Education and schools was not managed properly and there was a lack of clear definition of the role fulfilled by EFL teachers in the context of the interaction between the Ministry of Education experts and head teachers. Thus, collaborative work with a structured plan could be better established among all stakeholders in keeping with the organisation of the partnership between the Ministry of Education and schools to enable in-service EFL teachers to employ the range of available teaching practices and harness the pedagogical values of those practices. The inadequate management of the partnership and the confusion surrounding its strategies had a range of ramifications, such as the lack of suitable guidance for the in-service EFL teachers, thus increasing the likelihood of them being susceptible to the influence of adverse contextual factors like adoption of suboptimal practices.

Another negative effect of the inadequately structured partnership between the school and the Ministry of Education was not including the participation of EFL teachers in the design of the content or implementation of the TPD training programme in order to meet with the needs related to the teaching process. Hence, to stimulate collaborative interaction between all stakeholders, the partnership between the Ministry of Education and schools in Saudi Arabia could be worked differently throughout, strengthening each other for a better future for EFL teachers.

If the partnership between the Ministry of Education and the school is not improved, it will be difficult to achieve the aim of providing collaborative guidance to in-service EFL teachers to gain an adequate learning experience and acquire pedagogical and professional skills associated

with the implementation of TPD training according to their needs and those of their students, as well as to ensure that policy-makers afford greater priority to teachers' requirements.

Along similar lines, it was observed that the Ministry of Education was not completely in tune with the reality and needs of the schools. Therefore, the correlation between TPD training and the real-life situations in schools requires more attention from policy-makers when developing strategic educational plans. Policy-makers could invite EFL teachers for workshops to evaluate their experiences in the involvement of TPD training and to discuss the strong and weak points of the entire process of developing and delivering TPD training, as well as to evaluate the impact of TPD training in an objective way, encouraging and supporting teachers to speak up freely about their own experiences.

Policy-makers can work more effectively if they cooperate with head teachers, English supervisors and EFL teachers as a team for planning, developing, following up, evaluating and improving the impact of TPD training every year. In addition, policy-makers could set up a reward system for EFL teachers who apply what they learn from the TPD training or any other good resources, giving a prize every year for the best and most creative EFL teacher.

8.5.2 Implications for head teachers

As revealed by the research results, the head teachers criticised that the emphasis was not on the impact of TPD training on everyday teaching and learning practices, but it was mainly focused on the routine delivery of the TPD training. As TPD training is a compulsory activity, teachers must attend regardless of the benefits of the training. Head teachers could consider themselves as part of the process ensuring the success of TPD training sessions, it should not be just EFL teachers who are required to attend these training sessions. Head teachers might react differently towards supporting their teachers rather than putting pressure and forcing them to join these training courses. Head teachers can pay more attention to providing in-service EFL teachers with pedagogical knowledge that allows them to recognise the importance of involvement in TPD training and to apply what they have learned in their teaching practice. However, EFL teachers can perform better when they are not under pressure from their head teachers to apply everything being learned in these training courses. Furthermore, teachers need to be free to apply what they believe is most suitable and beneficial for the learning of their students and their teaching. Head teachers can facilitate an interactive and supportive school environment to help EFL teachers develop their teaching skills. Also, they can encourage their teachers to apply their pedagogical knowledge and skills that they have learned in the TPD training courses.

Head teachers could allow EFL teachers to maintain a good relationship with their local community and the student's parents, as well as encouraging EFL teachers to hold consultation

sessions for parents about the role of the family in partnership with school, and to highlight the importance of parent's roles in encouraging their children to practice English at home. Head teachers could also encourage English supervisors and policy-makers to listen to EFL teachers and their views about the TPD training and its relationship with the curriculum.

Furthermore, head teachers could pay more attention to stimulating collaborative work among in-service EFL teachers on various social tasks, as well as interaction with native English speakers if circumstances allow it. In addition, to equip teachers with the capability of dealing with the challenges confronting them in their teaching practice, head teachers can be supportive when they encourage teachers to become more involved in the community and interact with various groups of people, as well as to maintain an open mind and exchange teaching skills with other teachers.

Providing EFL teachers with feedback about their teaching performance can be done in a supportive and professional way rather than through blame and judgement, in order to allow them to build their professional identities in a healthy way. School management is required to help teachers to use IT and technology to deliver their teaching lessons in an appealing way, which can also allow their students to enjoy a more modern approach to learning. School management could allow teachers to access all the means of ICT and other educational aid and equipment. Moreover, the school management need to ensure that the size of all the classrooms is reasonable; crowded classrooms are a heavy load on teachers and this can badly affect the quality of teaching and the level of application to what teachers learn from TPD training.

8.5.3 Implications for English supervisors

EFL teachers were not pleased with the content of materials for TPD training as they felt that there were some contradictions between the training provided by English supervisors and the trainers of the TPD programme. It is essential for good cooperation to exist between the tasks and guidance of English supervisors and the trainers appointed by the Ministry of Education to design and deliver the TPD training course. This point is one of the main problems that undermines TPD training in Saudi Arabia. EFL teachers should not have to contend with the confusion created by the different interests and power struggle between head teachers, English supervisors and TPD trainers from the Ministry of Education. All of these different parties need to be working as one team to support teachers rather than to cause conflict or distractions.

8.5.4 Implications for EFL teachers

The other issue delineated from the study's findings is related to the poor content and organisation of TPD training courses. The EFL teachers need to be integrated as important members of the team responsible for developing and delivering the TPD training courses. This

point was ignored, according to the findings of the current study. I believe that any attempt of improving the performance of EFL teachers through involvement in TPD training would still be far limited if those teachers are not encouraged to be effectively involved in all the steps of planning, designing and delivery. EFL teachers would be fully active and involved if the policy-makers, head teachers and supervisors allow and encourage some representative EFL teachers to take part in the steering team for developing TPD training in the Saudi Arabia.

Furthermore, the EFL teachers expressed various concerns about the TPD training, such as the fact that the large size of classrooms did not allow them to apply what they learned in the training sessions. Teachers felt that they were deprived of support after each training course and that there was a big pressure on them to attend the sessions that their head teachers and English supervisors asked them to attend; indeed, some of these teachers even thought they had been forced to attend training courses to improve their teaching practice in the classroom. However, EFL teachers need to have a voice to express their thoughts through a healthy and supportive relationship with school management. Whenever the relationship between teachers and their school management is weak, training courses cannot have an effective impact. Importantly, the burning points for EFL teachers -according to the findings of the current study- were related to the fact that the concerns they raised were ignored. This is one of the biggest problems that hinder the progress of the TPD training sessions.

Moreover, the findings of the current study showed another significant concern about the lack of ongoing support and follow-up from the local schools and Ministry of Education after the teachers completed the training courses. There is no doubt that success is unlikely to be achieved when the process of support and follow-up is absent. Furthermore, the support and follow-up should not be provided in a judgemental and blame-allotting way, but gently and in a supportive way, without threats, blame and punishment when teachers fail to achieve what the school management aims to achieve.

Giving the above issues enough consideration might help in-service EFL teachers to avoid developing inappropriate pedagogical perceptions and practices related to the use of TPD training courses. Forcing the in-service EFL teachers to follow the school culture and attend the TPD training when they have concerns against this training can limit their perception, identity and practical teaching practice. Therefore, EFL teachers in schools might need to understand that the scope of their practice has to be widened beyond the school culture in order to prepare them to make the most of their teaching practice and ensure that their students' learning process is up-to-date, attractive, effective and matching with the curriculum.

8.6 Further research

Based on the current study's findings and limitations, further research could be suggested in the field of TPD training programme. The current study relied mainly on the perspectives of female EFL teachers, head teachers and English supervisors. Further research could include a more systematic investigation of a wider range of stakeholders, such as policy-makers, students and parents. In addition, further research should focus on teachers of both genders. Indeed, given that the present study focused solely on female EFL teachers, inclusion of male EFL teachers in future studies could help to provide a more comprehensive picture of the matter and delineate additional key factors associated with the impact on TPD training on English teaching practice.

The present study could also be expanded in terms of selecting other representative cities and different subjects such as Arabic language, Science, and Maths. This would allow a comparative analysis of the sociocultural factors shaping the perspectives and practices of EFL teachers in various settings. Moreover, other major subjects, such as Arabic language, science, and maths, could be considered in investigating the impact of TPD training. Consideration of a wider range of subjects could afford better insight into how in-service teachers perceive the impact of TPD training, how they use the knowledge derived from this training in their practice, as well as how TPD training programmes are influenced by additional factors. Another recommendation for further research relates to the comparison of TPD training in Saudi Arabia with TPD training in other Arab countries or Gulf States in order to learn from the different experiences of in-service teachers related to TPD training programmes.

Moreover, the present study could also be expanded by investigating TPD training among primary school EFL teachers, rather than just intermediate and secondary school teachers. This could enable a more comprehensive research process and make the findings more valuable by helping to distinguish additional factors associated with each one of these three school levels as well as the character of the curriculum.

8.7 Concluding remarks

The current study investigated the perceptions of EFL teachers, head teachers and English supervisors about the impact of TPD training programme in the context of Saudi Arabia. Despite the negative perceptions held by female EFL teachers in Saudi Arabia with regard to TPD training, it is possible to conclude that the EFL teachers in this study were satisfied with some aspects of the TPD training courses they undertook. These positive aspects include the provision of knowledge, the reinforcement of their attitudes, and other effects relating to increased levels of motivation, greater opportunity for interaction with colleagues, which bolstered and expanded their understanding of pedagogical strategies of teaching English to their students. However, it is

possible to conclude that for some Saudi EFL teachers, participation in TPD training courses does not guarantee that their attitudes to teaching will become more positive.

Based on this finding, it is clear that head teachers, English supervisors, and other stakeholders within the Saudi schools can be more supportive to EFL teachers in the process of completing TPD training courses, which necessitates a transition away from the prevailing tendency to emphasise weaknesses and mistakes. However, this kind of support can be provided to teachers in a proper way, without embarrassing or forcing them to attend the training when they have some concerns about their experience of involvement in these training sessions. Along the same line, head teachers and English supervisors can support and follow up their EFL teachers without blame and criticism, which can make teachers upset and disappointed in the whole process of teaching practice in the schools. Moreover, head teachers and English supervisors need to work together to find out the best way to approach and to guide their teachers without conflicting views.

There were criticisms in the current study suggested by EFL teachers, head teachers and English supervisors, such as negative perception that the TPD training was not useful to address challenges in teaching practice, weak content of TPD training, poor school teaching improvement, focus on EFL solely from the position of teachers not researchers, leader and initiative teachers, weak partnership between school management and policy-makers from the Ministry of Education, ignoring the important role that teachers could play within the team responsible for developing and delivering TPD training programme, lack of consistent provision of training courses, guidance, support, follow-up and supervision in a gentle and professional way without blame and punishment, failure to address teachers' classroom needs, lack of good partnership between the school and local community, including students' parents, and imbalanced focus between pedagogical and academic English skills for EFL teachers as it is not enough to focus on teaching methods while ignoring English skills such as listening, reading, grammar and translation. All of the above criticisms can explain why TPD training courses have been unsuccessful in Saudi Arabia. Therefore, the Saudi Ministry of Education should address them urgently to enhance the efficiency of the teaching and learning process.

The main barriers facing EFL teachers during TPD training, as identified in the current study, are the curriculum not reflecting the English skills the teachers need, unclear presentation and organisation of materials, poor delivery of the TPD programme, inconsistent training and poor teaching methods. The findings of this study generate concerns about the sufficiency of TPD training in Saudi Arabia, raising alarm bells about the evaluation system in the teaching of

English subjects. This might need to be rethought and addressed in the near future by the Saudi MoE.

EFL teachers surveyed in the current study reported various difficulties and obstacles to applying what they had learned in the TPD training sessions because of the large classroom sizes and inadequate use of IT. Based on the findings of the current study, TPD training courses in Saudi Arabia have failed to support teachers and their students. This means it is the responsibility of the MoE to undertake an in-depth and comprehensive study surrounding the issues associated with TPD training and to establish a partnership with the staff who are involved in TPD in order to correct mistakes and solve problems.

Improvement of TPD training requires a suitable programme design and efficient delivery of relevant content, provision of materials that cater to teachers' needs, making teaching and learning a more active and appealing processes, stimulating teachers and other staff to collaborate and interact more proactively to exchange skills and experiences in a positive environment, provision of continuous TPD training over the long term instead of just in the form of short-term training sessions, and inclusion of teachers in the development of TPD content and delivery.

Bringing this study to fruition, the researcher has become aware of the fact that she has become substantially more knowledgeable about the situation of EFL teachers and how TPD training impacts them personally and professionally. Furthermore, the various research processes, including the literature review, formulation of the theoretical principles serving as a foundation for the research, and interpretation of the results, have all contributed to enhance and consolidate the researcher's skills and capability of conducting a comprehensive research project.

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10. Appendices

Appendix (1): List of the Referees

No	Name	Degree	Place of work
1	Dr. Esmaeel Abdollahazadeh	Lecturer in TESOL	Exeter University (UK)
2	Professor Vivienne Marie Baumfield	Professor of Professional Learning, Centre for Research in Professional Learning	Exeter University (UK)
3	Dr. Rafik Ahmad	Associate professor of TEFL	Imam Mohammed bin Saud Islamic University (KSA)
4	Professor Ali Alrajhi	Professor of TEFL	Imam Mohammed bin Saud Islamic University (KSA)

Dr. Esmaeel and Vivienne gave me advice regarding the instruments, they have been developed depending on their constructive feedback.

Dr. Rafik Ahmad suggested many changes on the Arabic versions of the interview questions, he suggested to delete half of question No. 12 for the head teacher.

Dr Ali said that 'the questions of the questionnaire effectively capture the topic under the investigation. They cover all aspects of the topic' but unfortunately, he did not comment on the Interviews.

**** After the pilot study there are some changing:**

- The interview with the head teacher (Q2 has been deleted, likewise with Q4)
- Q12 I delete the beginning of the questions (to make it more complicated)

Appendix (2): TPD Questionnaire for in-service female EFL teachers in KSA
[English Version]



Questionnaire

“Teacher Professional Development (TPD) for in-service female EFL teachers in Saudi Arabia”

GRADUATE SCHOOL OF EDUCATION

Ph.D. Candidate:

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Supervision

By

Principal Supervisor

Dr. Esmaeel Abdollahzadeh

Second Supervisor

Prof. Vivienne Marie Baumfield

Dear Respected Teachers,

The purpose of this questionnaire is to survey a representative selection of female English Foreign Language (EFL) teachers in intermediate and secondary schools in order to obtain their experiences and perceptions regarding their participation in teacher professional development (TPD) courses. Based on your experiences the researcher seeks to understand your ideas about the features of effective and useful in-service courses, and also the positive and negative aspects, the benefits and challenges that have come from your involvement in the TPD courses.

There are no wrong or right responses to these questions; rather the survey seeks your honest opinions, views, and experiences in regard to the program. The information you provide will remain confidential and anonymous and will not be seen by any other person without your permission.

The researcher appreciates your support as well as the time you take to complete this survey. Please ensure that you answer all the questions. The questionnaire consists of two main parts: the first concerns general information about your background and experience – please place a cross (X) to indicate your response. The second part has 48 statements; please indicate your response by placing a circle around your option, as shown in this example:

Example: The in-service teacher professional development courses were helpful for me:

(5) Strongly Agree, (4) Agree, (3) I Don't know, (2) Disagree, (1) Strongly Disagree [Please circle only one answer].

Thank you very much for your help!

Part 1: General Information

A1- Name of School:

A2- Teacher's name (optional).....

[Please place a tick in the brackets to indicate your responses to the following statements.]

A3- I am () a local teacher of English

() an overseas teacher of English.

A4- My Native Language:

() Arabic () English () Other.

A5- Experience of teaching English:

() Less than one year, () 1-3 years, () 4-6 years, () 7-10 years; () More than 10 years.

A6- Approximate number of in-service training courses attended each year:

() None () one course, () two courses, () three or more courses.

A7- Your highest qualification: Please tick.

() Diploma in Education,

() Bachelor in Education,

() Master in Education,

() Others, (please specify).....

A8- The school level at which you are working:

() Intermediate,

() Secondary,

() Both levels.

A9- The modules you have taken in the TPD. *[Please tick the items that apply to you].*

A9.1 () Introduction to the teaching of English.

A9.2 () Understanding the social and cultural context of the English language.

A9.3 () Teaching strategies and classroom management.

A9.4 () Developing collaborative teaching lesson plans.

A9.5 () English-language enhancement for teachers.

A9.6 () Problem solving and conflict resolution

A9.7 () Others

A10- Please place a tick to indicate the formats of all the courses you have attended:

A10.1 () Workshops,

A10.2 () Lectures,

A10.3 () Seminars,

A10.4 () Demonstrations,

A10.5 () Others

A11- Location/time of the training courses:

A11.1 () During school day.

A11.2 () Before the school day.

A11.3 () After the school day.

A11.4 () At the end of the school year.

A11.5 () Online

A11.6 () Other

Part 2: Definition of TPD and its purpose

Please read the following statements about the definition of teacher professional development (TPD) and circle the option (in B13) which you think expresses your views and experiences.

“In education, the term Teacher Professional Development (TPD) may be used in reference to a wide variety of specialized training, formal education, or advanced professional learning intended to help teachers, and other educators in order to improve their professional knowledge, competence, skill, and effectiveness in the teaching practice”.

No	Scale (1) Definition of TPD	Strongly Agree	Agree	I Don't know	Disagree	Strongly Disagree
B12	This definition is a fair and accurate description of the TPD programme that is being conducted for me as an EFL teachers in Saudi Arabia	5	4	3	2	1

From your experience, are there any changes which need to be made to this definition? That is, are there any items which should be added to, or deleted from, this definition?

.....

scale (2) Attitude towards TPD (14 items)

Please read the following statements about the characteristics of TPD and circle the option that most closely reflects your experiences and views.

No	Statement	Strongly Agree	Agree	I Don't know	Disagree	Strongly Disagree
C13	I am satisfied with the quality of information and skills provided in the courses I have attended.	5	4	3	2	1
C14	The programme is of practical use in my teaching.	5	4	3	2	1
C15	The TPD programme matches my personal needs.	5	4	3	2	1
C16	The role of my head teacher is useful in regard	5	4	3	2	1

	to my participation in the TPD courses.					
C17	I believe the development of the TPD programme is based on relevant and accurate research evidence.	5	4	3	2	1
C18	I am actively involved in planning the TPD programme.	5	4	3	2	1
C19	My involvement in the TPD programme has helped me to strengthen my relationship with my students.	5	4	3	2	1
C20	My involvement in TPD has positively affected the performance of my students.	5	4	3	2	1
C21	The training delivery of the TPD programme was tailored effectively to suit the culture in the KSA.	5	4	3	2	1
C22	The TPD programme enhances the follow-up supervision process.	5	4	3	2	1
C23	The TPD programme has been designed for long-term rather than short-term teaching service.	5	4	3	2	1
C24	I am keen to transfer any experience and skill which I have acquired from attending the TPD programme to my colleagues, whether in the same school or in a different school.	5	4	3	2	1
C25	My involvement in the TPD programme has provided me with opportunities to learn the theory behind the practice.	5	4	3	2	1

Scale (3): The usefulness of TPD training on English language teaching

No	Statement	Strongly Agree	Agree	I Don't know	Disagree	Strongly Disagree
D26	TPD training courses have helped me develop skills on how to measure the effectiveness of my teaching.	5	4	3	2	1
D27	The courses provided by the TPD programme are relevant to my day-to-day teaching practice.	5	4	3	2	1
D28	I feel the TPD training programme increases my pedagogical knowledge in classroom teaching.	5	4	3	2	1
D29	The TPD training programme allows me to better understand how my students approach their learning.	5	4	3	2	1
D30	As a consequence of my attendance at TPD training courses the learning of my students has improved.	5	4	3	2	1
D31	My TPD training has helped me to produce educational materials and activities that improve my teaching.	5	4	3	2	1
D32	I can apply what I have learned in the TPD programme in the classroom.	5	4	3	2	1
D33	The training in the TPD programme has been necessary for improving my English teaching.	5	4	3	2	1

Scale (4): The usefulness of TPD training on of TPD on professional development

No	Statement	Strongly Agree	Agree	I Don't know	Disagree	Strongly Disagree
D34	The TPD training has strengthened my ability to be a researcher as well as a teacher.	5	4	3	2	1

D35	The TPD training has provided me with a clear vision that my school is part of a larger system which needs to be considered in the teaching/learning process.	5	4	3	2	1
D36	The TPD training has developed my leadership qualities as a teacher.	5	4	3	2	1
D37	The TPD in-service training has enabled me to conduct self-evaluation of my teaching.	5	4	3	2	1
D38	The TPD training programme has enabled me to build a learning community with colleagues and also between school and home.	5	4	3	2	1
D39	The TPD training programme has helped me to consider the cultural context of my students.	5	4	3	2	1

Scale (5): The usefulness of TPD on English language skills development

No	Statement	Strongly Agree	Agree	I Don't know	Disagree	Strongly Disagree
D40	The TPD training programme has helped me improve my listening skills in English.	5	4	3	2	1
D41	The TPD training programme has helped me improve my ability to speak English.	5	4	3	2	1
D42	The TPD training programme has helped me improve my skills in reading English.	5	4	3	2	1
D43	The TPD training programme has helped me improve my skills in English grammar.	5	4	3	2	1
D44	The TPD training programme has helped me improve my ability to translate between Arabic and English.	5	4	3	2	1
D45	The TPD courses make use of modern methods of teaching English.	5	4	3	2	1

Scale (6): Difficulties/challenges with TPD training

No	Statement	Strongly Agree	Agree	I Don't know	Disagree	Strongly Disagree
E46	I received sufficient TPD training to help me in my work as an EFL teacher.	5	4	3	2	1
E47	I found the methods of presentation to be interesting and relevant to my work.	5	4	3	2	1
E48	There was sufficient opportunity for the teachers attending the courses to share their knowledge and experience.	5	4	3	2	1
E49	The training provided in the TPD courses properly addressed the skill needs of the teachers.	5	4	3	2	1
E50	The training provided by the TPD courses for EFL teachers has been on a regular basis.	5	4	3	2	1
E51	The skills required for teaching English language were comprehensively covered.	5	4	3	2	1
E52	The pedagogical content in the professional development courses has been useful.	5	4	3	2	1
E53	The assignments and activities in the TPD training strengthened my professional development.	5	4	3	2	1
E54	I receive adequate follow-up assistance from the TPD providers after having participated in training courses.	5	4	3	2	1

Scale (7): Difficulties/challenges when teaching in the classroom

No	Statement	Strongly Agree	Agree	I Don't know	Disagree	Strongly Disagree
E55	The large number of students in the classroom makes the progress of the TPD programme more limited.	5	4	3	2	1

E56	The TPD programme motivates me to overcome obstacles in my teaching at school.	5	4	3	2	1
E57	I receive adequate classroom support from the head teacher of EFL.	5	4	3	2	1
E58	The level of overall support received from the English supervisor is sufficient. [For example, has the supervisor encouraged your attendance at in-service courses?]	5	4	3	2	1
E59	The level of IT support (hardware and/or software) is satisfactory.	5	4	3	2	1

The End of Questionnaire

Thank you very much for your time and cooperation

Appendix (3): TPD Questionnaire for in-service female EFL teachers in KSA [Arabic Version]

عزيراتي المعلومات الموقرات:

إن الغرض من هذا الاستطلاع هو عمل مسح على عينة مختارة من معلمات اللغة الإنجليزية باعتبارها لغة أجنبية (English foreign language EFL) في مدارس المرحلة المتوسطة و الثانوية من أجل تحديد خبراتهم والمفاهيم الخاصة بهم فيما يتعلق بمشاركتهم في دورات التنمية المهنية للمعلمات (Teacher Professional development TPD).

تسعى الباحثة إلى فهم أفكارك الخاصة بفهم سمات الدورات الفعالة والمفيدة، إلى جانب فهم الجوانب الإيجابية والسلبية، والفوائد والتحديات الناجمة عن مشاركتك في دورات التنمية المهنية للمعلمين TPD.

وجدير بالذكر أنه ليست هناك إجابات صحيحة أو خاطئة على تلك الأسئلة، ولكن الغرض من هذا المسح هو البحث وراء معرفة أرائك بأمانة، وكذلك وجهات نظرك، وخبراتك فيما يتعلق بهذا البرنامج. وستظل المعلومات التي تقدمها معلومات سرية ومجهولة المصدر ولن يتمكن أن شخص آخر من الاطلاع عليها دون علمك وموافقتك.

كذلك تقدّر الباحثة دعمك والوقت الذي تبذله للإجابة على هذا الإستبيان، من فضلك الرجاء الإجابة على جميع الأسئلة. يتكون هذا المسح من جزئين أساسيين: يختص الجزء الأول بالمعلومات العامة الخاصة بخلفيتك وخبراتك الشخصية - فمن فضلك ضع العلامة × لكي توضح اختيارك لإجابة معينة. أما الجزء الثاني فيحتوي على 50 جملة، فمن فضلك وضح إجابتك من خلال وضع دائرة حول اختيارك، كما هو موضح في هذا المثال:

مثال: لقد كانت دورات التنمية المهنية للمعلمين مفيدة بالنسبة لي:

(5) أوافق بشدة، (4) أوافق، (3) لا أوافق، (2) أرفض بشدة، (1) لا أعرف

(من فضلك ضع دائرة حول خيار واحد فقط)

نشكرك جزيل الشكر على مساعدتك!

القسم الأول: المعلومات العامة

1. أنا: () معلمة لغة إنجليزية سعودية. () معلم لغة إنجليزية أجنبية.
2. لغتي الأم: () العربية () الإنجليزية () غير ذلك.
3. سنوات الخبرة في التدريس :
() أقل من عام، () 1 - 3 سنوات، () 4 - 6 سنوات، () 7 - 10 سنوات، () أكثر من 10 سنوات.
4. العدد التقريبي لحضور الدورات التدريبية في السنة:
() لا يوجد () دورة واحدة () دورتان () ثلاث دورات أو أكثر.
5. أعلى مؤهل حصلت عليه:
() دبلوم تعليم تربوي () بكالوريوس تربوي () ماجستير تربوي () غير ذلك، من فضلك اذكره.....
6. المرحلة التعليمية الذي تُدرسينها : () متوسط () ثانوي () كلا المرحلتين
7. الوحدات التي تلقيتها في دورات التنمية المهنية للمعلمات (من فضلك ضعي علامة صح أمام الإجابات التي تتناسب):
() مقدمة لتعليم اللغة الإنجليزية () فهم السياق الاجتماعي والثقافي للغة الإنجليزية
() استراتيجيات التدريس وإدارة الفصل المدرسي () تطوير خطط تدريس تعاونية
() تطوير اللغة الإنجليزية لدى المعلمين () حل المشكلات وفض النزاعات
() غير ذلك
8. أنواع أو صيغ الدورات التي تمكنت من حضورها:
() ورش عمل () محاضرات () حلقات دراسية () دورات توضيحية () غير ذلك ...
9. موقع/ توقيت الدورة التدريبية:
() أثناء اليوم الدراسي () قبل بدء اليوم الدراسي () بعد اليوم الدراسي () في نهاية العام الدراسي
() عبر الإنترنت () غير ذلك

القسم الثاني: تعريف دورات التنمية المهنية للمعلمات TPD والهدف منها

الرجاء قراءة العبارات التالية الخاصة بتعريف التنمية المهنية للمعلمات TPD ثم ضعي دائرة حول الإجابة التي تعبر عن آرائك وخبراتك.

"في الناحية التعليمية، يمكن استخدام مصطلح التنمية المهنية للمعلمين TPD كإشارة إلى مجموعة متنوعة من التدريبات المخصصة، أو التعليم الرسمي، أو التعلم المهني المتطور الذي يهدف إلى مساعدة المعلمين، وغيرهم من المتعلمين من أجل تحسين وتطوير معرفتهم المهنية، ومهاراتهم، وخبراتهم، وفعاليتهم في تقديم العملية التعليمية".

الرقم	الجزء الثاني (تعريف التنمية المهنية للمعلمات TPD)	أوافق بشدة	أوافق	لا أوافق	لا أوافق بشدة	لا أعرف
ب 13	هذا التعريف هو تعريف جيد ودقيق لبرامج التنمية المهنية للمعلمين التي يتم تطبيقها وتقديمها لي كمعلمة لغة أجنبية في المملكة العربية السعودية	5	4	3	2	1

من خبرتك الشخصية، هل هناك أية تغييرات نحتاج إلى إجراؤها على هذا التعريف؟ وإذا كانت إجابتك نعم، هل هناك أية بنود يجب إضافتها أو حذفها من هذا التعريف؟

.....

.....

القسم الثالث: سمات الجوانب الإيجابية للتنمية المهنية للمعلمات TPD (14 بند)

من فضلك اقرئي العبارات التالية الخاصة بسمات دورات التنمية المهنية للمعلمات ثم ضعي دائرة حول الخيار المناسب والذي يعكس خبراتك وآرائك بشكل أكبر.

الرقم	العبارة	أوافق بشدة	أوافق	لا أوافق	لا أوافق بشدة	لا أعرف
ج1 4	أنا راضية بجودة المعلومات والمهارات التي يتم تقديمها في الدورات التي حضرتها	5	4	3	2	1

ج1 5	البرنامج هو برنامج عملي ومفيد بالنسبة لمهنتي	5	4	3	2	1
ج1 6	برامج التنمية المهنية للمعلمات تتوافق مع احتياجاتي الشخصية	5	4	3	2	1
ج1 7	دور مديرة المدرسة هو دور مفيد فيما يتعلق بمشاركتي في دورات التنمية المهنية للمعلمات	5	4	3	2	1
ج1 8	أؤمن أن تطوير دورات التنمية المهنية للمعلمات مبني على أدلة بحثية دقيقة وملائمة.	5	4	3	2	1
ج1 9	أشارك بنشاط في التخطيط لدورات التنمية المهنية TPD	5	4	3	2	1
ج2 0	ساعدتني مشاركتي في برامج التنمية المهنية على تقوية علاقتي مع طالباتي	5	4	3	2	1
ج2 1	مشاركتي في التنمية المهنية للمعلمات أثرت بشكل إيجابي على أداء طالباتي	5	4	3	2	1
ج2 2	تم ضبط العمليات التدريبية الخاصة ببرامج التنمية المهنية بشكل فعال لكي يناسب الثقافة الموجودة في المملكة العربية السعودية	5	4	3	2	1
ج2 3	تحسن برامج التنمية المهنية من عملية المتابعة الاشرافية	5	4	3	2	1
ج2 4	لقد تم تصميم برامج التنمية المهنية لخدمات التعليم ذات المدى الطويل وليس للمدى القصير	5	4	3	2	1
ج2 5	أتوق إلى نقل خبراتي ومهاراتي التي اكتسبتها من حضور برامج التنمية المهنية إلى زملائي سواء في نفس المدرسة أو في مدرسة أخرى	5	4	3	2	1
ج2 6	مشاركتي في برامج التنمية المهنية TPD زودني بفرص لتعلم النظريات فيما وراء الممارسات.	5	4	3	2	1

القسم الرابع: تأثير التدريب بدورات التنمية المهنية للمعلمات TPD

الرقم	العبارة	أوافق بشدة	أوافق	لا أوافق	لا أوافق بشدة	لا أعرف
د 27	ساعدتني دورات تدريب التنمية المهنية للمعلمات على تنمية مهاراتي فيما يتعلق بقياس فعالية طريقة التدريس الخاصة بي	5	4	3	2	1
د 28	الدورات التي يتم تقديمها في برامج التنمية المهنية هي برامج مناسبة لممارسات التدريس اليومية الخاصة بي	5	4	3	2	1
د 29	أشعر أن برامج التنمية المهنية للمعلمات تزيد من معرفتي التربوية بالتدريس داخل الفصل المدرسي	5	4	3	2	1
د 30	برامج التنمية المهنية أتاحت لي بشكل أفضل فهم الطريقة التي تتعامل فيها الطالبة مع التعلم	5	4	3	2	1
د 31	نتيجة لحضوري لدورات التنمية المهنية تحسن مستوى التعلم لدى طالباتي	5	4	3	2	1
د 32	ساعدتني برامج التنمية المهنية على تقديم مواد وأنشطة تعليمية تحسن من أسلوبتي التعليمي	5	4	3	2	1
د 33	يمكنني تطبيق ما تعلمته في برامج التنمية المهنية داخل الفصل الدراسي	5	4	3	2	1
د 34	لقد كان التدريب ببرامج التنمية المهنية أمراً ضرورياً لتحسين وتطوير عملية تدريسي ل اللغة الإنجليزية	5	4	3	2	1
	(أ 2) تأثير برامج التنمية المهنية للمعلمات على التطوير المهني					
د 35	زادت برامج التنمية المهنية من قدرتي على أن أكون باحثة ومعلمة	5	4	3	2	1
د 36	زودتني برامج التنمية المهنية برؤية واضحة تتعلق بكون مدرستي جزء من نظام أكبر يحتاج إلى أن نضعه في الاعتبار في عملية التعليم/ التعلم	5	4	3	2	1

د	37	طورت برامج التنمية المهنية من قدراتي القيادية كمعلمة	5	4	3	2	1
د	38	مكننتي برامج التنمية المهنية من تطبيق فكرة التقييم الشخصي للتعلم الخاص بي	5	4	3	2	1
د	39	مكننتي برامج التنمية المهنية من بناء مجتمع تعليمي مع زميلاتي وكذلك بين المدرسة والمنزل	5	4	3	2	1
د	40	ساعدتني برامج التنمية المهنية على وضع السياق الثقافي لطالباتي في الاعتبار	5	4	3	2	1
		(أ 3) تأثير برامج التنمية المهنية على تنمية مهارات اللغة الإنجليزية					
د	41	ساعدتني برامج التنمية المهنية على تحسين وتطوير مهارات الاستماع للغة الإنجليزية	5	4	3	2	1
د	42	ساعدتني برامج التنمية المهنية على تحسين وتطوير قدرتي على تحدث الإنجليزية	5	4	3	2	1
د	43	ساعدتني برامج التنمية المهنية على تحسين وتطوير مهاراتي لقراءة اللغة الإنجليزية	5	4	3	2	1
د	44	ساعدتني برامج التنمية المهنية على تحسين وتطوير مهارات قواعد اللغة الإنجليزية لدي	5	4	3	2	1
د	45	ساعدتني برامج التنمية المهنية على تحسين وتطوير قدراتي على الترجمة بين اللغتين العربية والانجليزية	5	4	3	2	1
د	46	تستعين ببرامج التنمية المهنية للمعلمين TPD بالطرق الحديثة لتعليم اللغة الإنجليزية	5	4	3	2	1

القسم الخامس: جودة التدريب ببرامج التنمية المهنية TPD

الرقم	(أ 1) الصعوبات/ التحديات ببرامج التنمية المهنية	أوافق بشدة	أوافق	لا أوافق	لا أوافق بشدة	لا أعرف
هـ 47	تلقيت تدريب كافي من برامج التنمية المهنية والتي ساعدتني في عملي كمعلمة للغة الأجنبية	5	4	3	2	1
هـ 48	أرى أن طرق التقديم طرق شيقة ومناسبة لعملي	5	4	3	2	1

هـ	49	كانت هناك فرصة كافية للمعلمات الاتي يحضرن الدورات التدريبية لمشاركة معرفتهم وخبراتهم	5	4	3	2	1
هـ	50	يخاطب التدريب المقدم في دورات التنمية المهنية احتياجات المهارات لدى المعلمات بشكل مناسب	5	4	3	2	1
هـ	51	تقديم التدريب من خلال دورات التنمية المهنية على أساس منتظم	5	4	3	2	1
هـ	52	تم تغطية المهارات المطلوبة لتدريس اللغة الإنجليزية بشكل شامل	5	4	3	2	1
هـ	53	كان المحتوى التربوي في دورات التنمية المهنية محتوى مفيد	5	4	3	2	1
هـ	54	زادت الأنشطة والمهام الموجودة في برامج التنمية المهنية من التطوير المهني الخاص بي	5	4	3	2	1
هـ	55	أُتلقى مساعدة كافية من مقدمي دورات التنمية المهنية بعد المشاركة في الدورات التدريبية بشكل منتظم	5	4	3	2	1

القسم السادس: الصعوبات/ التحديات التي تواجه التدريس داخل الفصل المدرسي

الرقم	العبارة	أوافق بشدة	أوافق	لا أوافق	لا أوافق بشدة	لا أعرف
هـ 56	عدد الطلاب الكبير في الفصل الدراسي يجعل سير برامج التنمية المهنية محدوداً أكثر	5	4	3	2	1
هـ 57	تحفزني برامج التنمية المهنية على التغلب على العوائق في عملي في المدرسة	5	4	3	2	1
هـ 58	أُتلقى دعم مدرسي مناسب من مديرة المدرسة	5	4	3	2	1
هـ 59	مستوى الدعم الذي أُلْقاه بشكل عام من مشرفة اللغة الإنجليزية كاف بالنسبة لي (على سبيل المثال، هل شجعتك المشرفة على حضور الدورات ؟)	5	4	3	2	1

1	2	3	4	5	مستوى دعم التكنولوجيا المعلوماتية مستوى مُرضي (البرمجيات أو المعدات)	هـ 60
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نهاية الاستطلاع

نشكركم جزيل الشكر على وقتكم وتعاونكم معنا

Appendix (4): Interview Schedule with Head Teachers, English Language Supervisors, and EFL teachers [English Version]



Interviews with:

Head Teachers

English Language Supervisors

EFL teachers

“Teacher Professional Development (TPD) for in-service female EFL teachers in Saudi Arabia”

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Supervision

By

Principal Supervisor

Dr. Esmaeel Abdollahzadeh

Second Supervisor

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[2.1] Interview with head teachers

Dear Head Teacher,

I am writing to ask you to describe, from your perspective as a head teacher, the strengths and weaknesses of the TPD programme, and the benefits and challenges that have arisen from your teachers' participation in the professional development courses provided for female EFL teachers in Saudi Arabia. I will ask you 16 questions about your views and experience of the TPD programme. Your cooperation in fully answering the following questions for my Ph.D. research will be highly appreciated. Please be assured that all information will remain confidential and anonymous, and no other person will have access to the information you provide.

D1/ How would you describe or define the Teacher Professional Development (TPD) training programme?

D2/ As a school head teacher, describe your experience of working with EFL teachers during their training in the Teacher Professional Development (TPD) programme?

D3/ How, in your opinion, does the training of EFL teachers in the TPD programme affect their teaching practice?

D4/ To what extent do you consider your role as a head teacher valuable to the TPD programme?

D5/ What educational skills the teachers who have attended TPD training have developed?

D6/ Describe how the TPD training programme has met your expectations so far in terms of developing teaching practice?

D7/ In what formats is TPD training most effective in terms of engagement and learning (i.e. Workshops, lectures, seminars, demonstrations, role-play, case studies)? Why?

D8/ When would be the most suitable times for delivering in-service training? For example, during the school day, before and/or after the school day, at the end of school year, online, or at other times? Why?

D9/ Do teachers have a role in determining the training courses that are provided as part of the broader TPD programme?

D10/ In what ways do English-language teachers benefit from their involvement in TPD training? For example, in terms of personal development and understanding of pedagogy.

D11/ In your opinion, what are the features that make the TPD activities – and the overall TPD programme - more, or less, effective?

D12/ Focusing on English-language teaching strategy as a discussion point, what specific improvements can be made to the TPD programme? For example, in regard to such matters as design, delivery, content and integration into schools?

13/ What challenges have your EFL teachers encountered when putting their theoretical training into practice? This might include; time management, coordination of students, evaluation and assessment, teaching methods, teaching strategies, internal communications content knowledge in English.

D14/ To what extent have the teaching practices of your EFL teachers altered in response to their attendance at training courses? For example, in regard to their teaching strategies, student learning, outcomes of teaching, and application of skills?

D15/ Would you like to add any other comments or observations about the TPD programme that is being provided for ELF teachers in your school?

[2.2] Interview with English-Language Supervisors

Dear English Language Supervisor,

As part of my research into the professional development courses being provided for teachers of English, I am writing to request information and advice from you about the effectiveness, content, and scope of the courses which your teachers have attended. In particular, I would appreciate hearing your views and experiences of the strengths and weakness, the benefits and challenges of the various courses. I will ask you 14 questions about the TPD programme for female EFL teachers in your school. Your assistance and will be highly appreciated.

F1/ How would you describe or define the Teacher Professional Development (TPD) training programme?

F2. In your role as an English-language supervisor, describe your experience with EFL teachers during their training in the Teacher Professional Development (TPD) programme?

F3. How, in your opinion, does the training of EFL teachers in the TPD programme affect their teaching practice?

F4- From your experience, what formats would be most effective for the in-service training of your EFL teachers? For example, should the training be by means of workshops, lectures, seminars, demonstrations, role play, case studies, or other? Why?

F5- When would be the most suitable times for the courses to be conducted? For example, during the school day, during the break time for teachers, before and/or after the school day, at the end of school year, during the holiday, online, or at other times and in other formats? Why?

F6/ To what extent, if at all, have your ELF teachers benefited personally and professionally from their involvement in the TPD training programme?

F7/ In your opinion, what are the features of professional development courses that enable the courses to be most effective?

F8/ How could the in-service training provided for the EFL teachers be improved with regard to the English content, teaching strategies, and teaching methods?

F9/ Do teachers have a role in determining the training courses that are provided as part of the broader TPD programme?

F10/ To what extent, if at all, have your EFL teachers encountered difficulties in integrating into their own teaching what they learned in their training? For example, in regard to coordination of students, evaluation and assessment, teaching methods, teaching strategies, content of English-language courses, and communication with the school administration, with their supervisor, or with students.

F11/ To what extent, if at all, were the teachers influenced by their attendance at the training? For example, in regard to their beliefs and attitudes towards teaching, about the curriculum of their own EFL courses, their teaching strategies, student learning, outcome of their teaching, and application of skills.

F12 What benefits, if any, resulted from your teachers' participation in training courses?

F13/ Would you like to add any other comments or observations about the TPD programme that is being provided for EFL teachers in your school?

[2.3] Interview with EFL teachers

Dear EFL Teachers,

As part of my research into the professional development courses being provided for teachers of English, I am writing to request information and advice from you about the effectiveness, content, and scope of the in-service courses which you have attended. Thank you for agreeing to participate in this questionnaire survey and also for agreeing to take part in an interview, which is the second phase of my research. The interview is important because it allows me to explore in more detail your experiences and views of the training being provided for EFL teachers.

In particular, I am interested to learn more about the strengths and weaknesses of the training, the benefits (if any) that you derived from the courses, and the obstacles that may have arisen from the courses. I will ask you 14 questions relating to your experience of the TPD programme.

G1/ How would you describe or define the Teacher Professional Development (TPD) training programme?

G2/ Have you attended any teacher TPD training before? If yes, please describe detail the format (i.e. workshops, lectures, role-plays, online learning), frequency/training pattern (e.g. twice a year during term time) and location (in school or external)

G3/ Explain in as much detail as possible how you have directly benefited from the involvement of TPD training?

G4/ What are the roles of the head teacher and the English supervisor in regard to in-service training? Have they been supportive or un-supportive and do you have any suggestions for them? if any?

G5/ What features of the TPD programme enable the training to be effective?

G6/ Can you describe some particular activities in the TPD sessions that you found to be useful (or detrimental) to your professional growth?

G7/ Were your teaching skills enhanced by the TPD programme? If so, what features of the courses were most useful for you? If the training did not enhance your skills, why not?

G8/ Have you encountered any difficulties in integrating what you have learned in the training courses with regard to time, coordination of students, evaluation and assessment, communication (with school administrators, with your supervisor, or with students), and content of the English-language curriculum?

G9/ To what extent (if at all) have your students benefitted from your participation in the TPD courses?

G10/ Has your participation in training courses influenced your work as a teacher, especially in regard to your beliefs and attitudes towards teaching, content knowledge, teaching strategies, student learning, outcomes of teaching, and application of skills?

G11/ With reference to all elements of the TPD Programme (design, delivery, communications post-training support) which areas of the TPD Programme need further improvements or development? Any feedback is welcome.

G12/ How do you evaluate your experience of being involved in the Teacher Professional Development (TPD) training programme for female EFL teachers? Give reasons for your response.

G13/ Would you like to discuss any other related topics regarding the TPD Programme which have not been covered in the previous questions?

G14/ Do teachers have a role in determining the training courses that are provided as part of the broader TPD programme?

The end

Appendix (5): Interview Schedule with Head Teachers, English Language Supervisors, and EFL teachers [Arabic Version]

(2. 1) مقابلة مع مديرات المدارس

عزيزتي المديرية الموقرة؛

كجزء من بحثي الخاص بدورات التنمية المهنية التي يتم تقديمها لمعلمات اللغة الإنجليزية أكتب لأطلب من حضرتك وصف - من وجهة نظرك كمديرة مدرسة - نقاط القوة والضعف ببرامج التنمية المهنية للمعلمات TPD، وكذلك تحديد التحديات والفوائد التي نتجت عن مشاركتك في دورات التنمية المهنية التي يتم تقديمها لمعلمات اللغة الإنجليزية كلغة أجنبية في المملكة العربية السعودية. وسيتم طرح 16 سؤال عن وجهة نظرك وآرائك وخبراتك عن برامج التنمية المهنية TPD. وسيكون لك جزيل الشكر والتقدير على مشاركتك وإجابتك بشكل واف عن الأسئلة التالية التي ستساعدني في بحثي في رسالة الدكتوراه. وأود أن أحيطك علماً أنه يجب أن تطمئني تماماً بخصوص المعلومات المقدمة والتي ستكون سرية للغاية وغير معروف صاحبها، ولن يتمكن أي شخص من الوصول إلى المعلومات التي ستقدمونها إلينا.

د 1. كيف يمكن أن تصف أو تعرف برامج تطوير التنمية المهنية للمعلمين TPD؟

د 2. كمديرة، صفِ خبرات عملك مع معلمات اللغة الإنجليزية أثناء تدريبهم في برامج تطوير التنمية المهنية TPD؟

د 3. في رأيك الشخصي، كيف يؤثر تدريب معلمات اللغة الإنجليزية في برامج التنمية المهنية للمعلمات على ممارساتهم التعليمية؟

د 4. إلى أي درجة تعتبرين دورك ك مديرة دور ذو قيمة وفائدة في برامج تطوير التنمية المهنية للمعلمات؟

د 5. ما هي المهارات التعليمية التي قامت المعلمات، المشاركات في برامج التنمية المهنية، بتطويرها؟

د 6. صفِ كيف تقي برامج تطوير التنمية المهنية بتوقعاتك فيما يتعلق بتطوير الممارسات التعليمية؟

د 7. ما هي الصيغ الأكثر فعالية لبرامج تطوير التنمية المهنية فيما يتعلق بالمشاركة والتعلم (مثل ورش العمل، والمحاضرات، والحلقات الدراسية، ودراسات الحالة وغيرها)؟ ولماذا؟

د 8. ما هي الأوقات الأكثر ملائمة لتقديم التدريب ؟ على سبيل المثال، أثناء اليوم الدراسي، أو قبل أو بعد اليوم الدراسي، أو في نهاية العام الدراسي، أو عبر الإنترنت، أو في أوقات أخرى؟ ولماذا؟

د 9. هل يكون للمعلمات دور في تحديد الدورات التدريبية التي يتم تقديمها كجزء من البرامج التدريبية المهنية الأكثر شمولاً؟

د 10. إلى أي مدى تستفيد معلمات اللغة الإنجليزية من مشاركتهم في برامج التنمية المهنية؟ على سبيل المثال، فيما يتعلق بالتنمية الشخصية وفهم النظم التربوية.

د 11. في رأيك الشخصي، ما هي السمات التي تجعل من أنشطة التنمية المهنية - وبرامج التنمية المهنية بشكل عام - أكثر أو أقل فعالية؟

د 12. بالتركيز على استراتيجية تعليم اللغة الإنجليزية كنقطة حوار، ما هي عمليات التطوير المحددة التي يمكن عملها على برامج التنمية المهنية للمعلمات؟ على سبيل المثال، فيما يتعلق بمسائل مثل التصميم، والتقديم، والمحتوى، والدمج في المدارس؟

د 13. ما هي التحديات التي واجهتها معلمات اللغة الإنجليزية العاملات تحت إشرافك عند تطبيق التدريبات النظرية التي تلقونها؟ يمكن أن يتضمن ذلك: إدارة الوقت، والتعاون مع الطالبات، والتقييم، وطرق التدريس، وعمليات التواصل الداخلية المتعلقة بالمحتوى الإنجليزي.

د 14. إلى أي درجة تغيرت ممارسات التعليم الخاصة بمعلمي اللغة الأجنبية كرد على حضورهم في الدورات التدريبية؟ على سبيل المثال، فيما يتعلق باستراتيجيات التدريس، وتعليم الطلاب، ونواتج التعليم، وتطبيق المهارات؟

د 15. هل ترغبين في إضافة أية تعليقات أخرى أو ملاحظات تتعلق ببرامج التنمية المهنية التي يتم تقديمها لمعلمات اللغة الإنجليزية في مدرستك؟

(2. 2) مقابلة مع مشرفات اللغة الإنجليزية

عزیزاتی مشرفات اللغة الإنجليزية

كجزء من بحثي الخاص بدورات التنمية المهنية التي يتم تقديمها لمعلمات اللغة الإنجليزية، أكتب لكم لكي أطلب من حضراتكم تقديم المعلومات والنصيحة التي تتعلق بنقاط القوة، والفعالية، والمحتوى الخاص بتلك الدورات التي حضرتها المعلمات العاملات تحت إشرافكم. وعلى وجه التحديد، سأقدر جيداً سماع آرائكم وخبراتكم الخاصة بنقاط القوة والضعف، والفوائد والتحديات الناتجة عن تلك الدورات. وسنطرح عليكم 14 سؤال عن برامج التنمية المهنية التي يتم تقديمها لمعلمات اللغة الإنجليزية كلغة أجنبية في مدرستكم. وسيكون لكم جزيل الشكر والتقدير على مشاركتكم وإجاباتكم بشكل واف عن الأسئلة التالية التي ستساعدني في بحثي في رسالة الدكتوراه. ونود أن نخبر حضراتكم أنه يجب أن تظمنوا تماماً لأن تكون معلوماتكم سرية للغاية وغير معروفة المصدر، ولن يتمكن أي شخص من الوصول إلى المعلومات التي ستقدمونها إلينا.

و 1. كيف يمكن أن تصف أو تعرف برامج تطوير التنمية المهنية للمعلمات TPD؟

و 2. كمشرفة على اللغة الإنجليزية، صف خبرات عملك مع معلمات اللغة الإنجليزية أثناء تدريبهم في برامج تطوير التنمية المهنية TPD؟

و 3. في رأيك الشخصي، كيف يؤثر تدريب معلمات اللغة الإنجليزية، في برامج التنمية المهنية للمعلمات، على ممارساتهم التعليمية؟

و 4. ما هي الصيغ الأكثر فعالية لبرامج تطوير التنمية المهنية فيما يتعلق بالمشاركة والتعلم (مثل ورش العمل، والمحاضرات، والحلقات الدراسية، ودراسات الحالة وغيرها)؟ ولماذا؟

و 5. ما هي الأوقات الأكثر ملائمة لتقديم التدريب ؟ على سبيل المثال، أثناء اليوم الدراسي، أو قبل أو بعد اليوم الدراسي، أو في نهاية العام الدراسي، أو عبر الإنترنت، أو في أوقات أخرى؟ ولماذا؟

و 6. إلى أي مدى تستفيد معلمات اللغة الإنجليزية من مشاركتهم في برامج التنمية المهنية؟ على سبيل المثال، فيما يتعلق بالتنمية الشخصية وفهم النظم التربوية؟

و 7. في رأيك الشخصي، ما هي السمات التي تجعل من أنشطة التنمية المهنية – وبرامج التنمية المهنية بشكل عام – أكثر أو أقل فعالية؟

و 8. كيف يمكن تطوير التدريب الداخلي الذي يتم تقديمه لمعلمات اللغة الإنجليزية فيما يتعلق بمحتوى اللغة الإنجليزية، واستراتيجيات التعليم، وطرق التدريس؟

و 9. هل يكون للمعلمات دور في تحديد الدورات التدريبية التي يتم تقديمها كجزء من البرامج التدريبية المهنية الأكثر شمولاً؟

و 10. إلى أي مدى تواجه معلمات اللغة الإنجليزية صعوبات في تطبيق طريقة التدريس الخاصة بهم والتي تعلموها في عمليات التدريب الخاصة بهم؟ على سبيل المثال، فيما يتعلق بالطالبات، وعمليات التقييم، وطرق التدريس، واستراتيجيات التدريس، ومحتوى دورات اللغة الإنجليزية، والتواصل مع إدارة المدرسة، أو التواصل مع مشرفيهم، أو مع الطالبات؟

و 11. إلى أي مدى تتأثر المعلمات بحضورهم إلى تلك البرامج التدريبية؟ على سبيل المثال، فيما يتعلق بمعتقداتهم وتوجهاتهم نحو التدريس، وفيما يتعلق بالمنهج الدراسي لدورات التنمية المهنية، واستراتيجياتهم التعليمية، ونتائج التعليم الخاصة بهم، وتطبيقهم للمهارات.

و 12. ما هي الفوائد التي تنتج عن مشاركة المعلمات في الدورات التدريبية؟

و 13. هل ترغبين في إضافة أية تعليقات أخرى أو ملاحظات تتعلق ببرامج التنمية المهنية التي يتم تقديمها لمعلمات اللغة الأجنبية في مدرستك؟

(2. 3) مقابلة مع معلمات اللغة الإنجليزية

عزيزتي معلمة اللغة الإنجليزية

كجزء من بحثي الخاص بدورات التنمية المهنية التي يتم تقديمها لمعلمات اللغة الإنجليزية، أكتب لأطلب من حضرتك تقديم المعلومات والنصيحة التي تتعلق بنقاط القوة، والفعالية، والمحتوى الخاص بتلك الدورات التي شاركتي بها. وأشكركِ جزيل الشكر على الموافقة على المشاركة في هذا المسح والاستطلاع، وكذلك على الموافقة على المشاركة

في هذه المقابلة، والتي هي المرحلة الثانية من البحث الخاص بي. وتعد هذه المقابلة ذات أهمية بالغة لأنها تسمح لي باكتشاف خبراتكم وآرائكم بشكل مفصل فيما يتعلق بالتدريبات التي يتم تقديمها لمعلمات اللغة الإنجليزية. وعلى وجه التحديد، سأقدر جيدًا سماع آرائك وخبراتك الخاصة بنقاط القوة والضعف، والفوائد والتحديات الناتجة عن تلك الدورات. وسنطرح عليكم 14 سؤال تتعلق بخبراتكم عن برامج التنمية المهنية.

ز 1. كيف يمكن أن تصف أو تعرف برامج تطوير التنمية المهنية للمعلمات TPD؟

ز 2. هل حضرت أي برامج خاصة بدورات التنمية المهنية للمعلمات؟ وإذا كانت الإجابة بنعم، فمن فضلكِ صفِ بشكل مفصل الصيغة الخاصة بها (مثل ورش العمل، والمحاضرات، والحلقات الدراسية، ودراسات الحالة وغيرها)، ومدى تكرار هذه النماذج (مثل تكرارها مرتين في العام خلال العام الدراسي) وموقعها (داخل المدرسة أو خارجها).

ز 3. اشرحي بشكل مفصل بقدر الإمكان كيف استقدتِ بشكل مباشر من المشاركة في التدريب في دورات التنمية المهنية؟

ز 4. ما هو دور مديرات المدرسة ومشرفات اللغة الإنجليزية فيما يتعلق بالتدريب المهني؟ هل كانوا مشجعين أم غير مشجعين، وهل لديك أية مقترحات بالنسبة لهم؟

ز 5. ما هي السمات التي تجعل برنامج التنمية المهنية أكثر فعالية؟

ز 6. هل يمكنك وصف بعض الأنشطة التي يتم تقديمها في جلسات التنمية المهنية التي تراها مفيدة فيما يتعلق بتطورك المهني؟

ز 7. هل تم تطوير مهارات التدريس الخاصة بك من خلال برامج التنمية المهنية؟ وإذا كانت إجابتك بنعم، فما هي سمات الدورات التي كانت أكثر فائدة بالنسبة لك؟ وإن لم يكن التدريب قد طور من مهاراتك، فما السبب وراء ذلك؟

ز 8. هل واجهتِ أية صعوبات في تطبيق ودمج ما تعلمته في الدورات التدريبية فيما يتعلق بالوقت، أو التعاون مع الطلاب، أو التقييم، أو التواصل (مع المديرات، أو مع مشرفتك، أو مع طالبات)، وكذلك فيما يتعلق بمحتوى المنهج الإنجليزي؟

ز 9. إلى أي مدى استفاد طالباتك من مشاركتك في دورات التنمية المهنية؟

ز 10. هل أثرت مشاركتك في الدورات التدريبية على عملك كمعلمة، وخاصة فيما يتعلق بالمعتقدات والتوجهات الخاصة بالتدريس، وعمليات التقييم، وطرق التدريس، واستراتيجيات التدريس، ومحتوي دورات اللغة الإنجليزية، والتواصل مع إدارة المدرسة، أو التواصل مع المشرفات، أو مع الطالبات؟

ز 11. فيما يتعلق بجميع عناصر برامج التنمية المهنية TPD (التصميم، التقديم، التواصل، الدعم فيما بعد عملية التقديم) أي من مناطق برامج التنمية المهنية تحتاج إلى مزيد من عمليات التطوير؟ نرحب بوجود أي تقييم مرجعي.

ز 12. كيف يمكن أن تقيمين خبرتك الخاصة بالمشاركة في برامج التنمية المهنية للمعلمات الإناث معلمات اللغة الإنجليزية؟ أعطِ أسباب إجابتك.

ز 13. هل ترغبين في مناقشة أية موضوعات أخرى فيما يتعلق ببرامج التنمية المهنية لم تتم تغطيتها في الأسئلة السابقة؟

ز 14 هل يكون للمعلمات دور في تحديد الدورات التدريبية التي يتم تقديمها كجزء من برامج التنمية المهنية الأكثر شمولاً؟

Appendix (6): Information Sheet for Participants (15/06/2016)



[English Version]

I would like to invite you to participate in a research project. Before you decide whether or not to take part, I will endeavour to explain why the research is being carried out and what it will involve. Please take the time to carefully read the following information and discuss it with others if you wish. Please feel free to contact me if there is any part of this survey that is not clear, or if you would like more information. Your response is highly valuable to my research study.

1. What is the aim and purpose of the study and who is the researcher?

My name is *Nada Aldhafiri*. I am a researcher within The School of Education at the University of Exeter. I am undertaking this research as part of my PhD degree.

Teacher Professional Development (TPD) is a programme designed to enhance the skills of teaching staff to ensure that a positive learning environment is cultivated for students (Borko, 2004). The current study will explore the impact of TPD on teaching practices of female EFL teachers in Saudi Arabia; aiming in particular to evaluate the delivery, performance and challenges of TPD programmes for female teaching practitioners.

2. Why have I been approached?

The researcher will examine various experiences of female EFL teachers in service who are involved in TPD, as well exploring the views of head teachers and English supervisors in order to obtain a deeper understanding of the phenomenon.

3. What is the structure of this study?

The research consists of three stages:

Stage 1 (Questionnaire):

The researcher will choose random samples from among 100 female EFL teachers working at intermediate (50 teachers) and secondary school (50 teachers) levels, respectively, in Riyadh, the capital city of Saudi Arabia. There is no right or wrong responses when you answer the questionnaire. The researcher will allow the participants two separate sessions to fill in the questionnaire, each lasting around 30 minutes. These questionnaires will be made available in Arabic.

Stage 2 (Interview):

The qualitative sample consists of twelve participants in total: eight school teachers selected as a result of the quantitative study and another four participants (two head teachers and two English language supervisors from both intermediate and secondary schools) chosen at random. The

participants will be interviewed in Arabic using a semi-structured interview format. The interviews will last around forty minutes. Furthermore, these interviews will be recorded, provided that consent can be obtained from the participants for this.

Stage 3 (Observation):

Four classrooms will be selected for observation, these are based at intermediate and secondary school levels and run by two different Saudi female EFL teachers. These classroom observations will be documented via semi-structured observation in conjunction with a non-participatory approach. The four teachers will be selected from the initial range of teachers involved in both the questionnaire survey and interview stages.

4. Confidentiality

All information that is provided will remain confidential. Participants' identities and any names mentioned in this research will be protected in any analysis, as well as in the final report.

For all participants in this study, codes will be used instead of names. Thus, there will be no requirement for participants to write their names on the questionnaire, serving to preserve their anonymity and to guarantee confidentiality.

5. What are the possible benefits of taking part?

Taking part in this study may provide the participants from school settings (such as female EFL teachers, head teachers, and English supervisors) with an opportunity and space to consider and better understand their experiences and views with regard to learning or teaching by evaluating TPD in their educational process in the KSA.

6. What happens next?

If you would like to meet me to discuss the study or if you think you might like to take part, feel free to inform me about your interest either now or later. If you then decide to take part in this study, you will be asked to sign a consent form. You are free to change your mind and withdraw at any time without providing a reason. Participation or non-participation in the study will not affect your work status or achievement in any way.

Thank you for your time

Conducted by:

Nada Aldhafiri
Researcher in Education
Email (nr201@exeter.ac.uk)

Supervised by:

Dr.Esmaeel Abdollahzadeh and
Prof. Vivienne Marie Baumfield
Email: E.abdollahzadeh@exeter.ac.uk
Email: V.Baumfield@exeter.ac.uk

[Arabic Version]**دراسة بحثية لتقييم مدى استفادة معلمات اللغة الإنجليزية في البرنامج التدريبي للتنمية المهنية أثناء الخدمة في المدارس المتوسطة والثانوية بالمملكة السعودية".****مايو 2016****عزيزتي المشاركة:**

أود أن أدعوك للمشاركة في هذه الدراسة البحثية من خلال الإجابة عن أسئلة كتابية (استبيان) و أسئلة شفوية (مقابلة) ، وملاحظة داخل غرفة الصف. فيما يلي معلومات عن هدف وإجراءات الدراسة وكيفية المشاركة فيها ، أرجو أن لا تتردد في الاتصال بالباحثة ، إن أردت أن تستفسر عن أي شيء.

1-هدف الدراسة ، و المشاركات فيها :

بداية ، أو أن عرف عن نفسي: أنا الباحثة (ندى ...) أقوم بإجراء دراسة دكتوراه في جامعة إكستر بالمملكة المتحدة حول تقييم مدى استفادة معلمات اللغة الإنجليزية في البرنامج التدريبي للتنمية المهنية أثناء الخدمة في المدارس المتوسطة والثانوية بالمملكة السعودية". تهدف الدراسة الحالية إلى تقييم البرنامج التدريبي للتنمية المهنية لمعلمات اللغة الإنجليزية ، واستكشاف التحديات وأوجه الضعف والقوة التي تواجه المعلمات أثناء وبعد المشاركة في الدورات التدريبية ، وكذلك التعرف على مدى استفادة المعلمات من الدورات التدريبية في تدريسهن لموضوعات اللغة الإنجليزية في غرفة الصف. سيتم تنفيذ الدراسة من خلال مشاركة مجموعة من معلمات اللغة الإنجليزية و ناظرات المدارس، ومشرفات اللغة الإنجليزية.

2-مراحل إجراء الدراسة :

تطبيق هذه الدراسة يتمثل في ثلاث مراحل :

المرحلة الأولى: (الاستبيانات)

اختيار 50 معلمة من معلمات اللغة الإنجليزية في المدارس المتوسطة، و 50 معلمة أخرى في المدارس الثانوية، للتعينة مائة استبانة حول تقييم تجربتهم في المشاركة في الدورات التدريبية للتنمية المهنية ومدى انعكاسها عليهن في تدريس طالباتهن. سيتم إعطاء المشاركات في هذه الدراسة ثلاثة أيام للاطلاع على إذن الموافقة وتوقيعه ، وقراءة المعلومات التعريفية بالدراسة وإجراءاتها . ستقوم الباحثة بالتحدث شفويا إضافة إلى المعلومات الكتابية التي ستعطى للمشاركين في الدراسة من أجل فهم و التعرف على طبيعة الدراسة وأهدافها وإجراءاتها.

بعد فهم المشاركات شفويا و كتابيا إجراءات المشاركة في الدراسة، سيتم إيجاد الوقت المناسب للمشاركات من أجل تعبئة الاستبيانات بحيث لا يخسرون وقتاً أثناء عملهم في المدرسة أو خارج المدرسة .

ربما يستغرق تعبئة الاستبيان من كل مشاركة مدة ثلاثين دقيقة (في جلسة واحدة) ، ومع هذا ستعطي الباحثة وقتاً إضافياً لأي مشاركة إذا احتاجت ذلك. جميع الاستبيانات ستكون مكتوبة باللغة العربية.

المرحلة الثانية: (المقابلات)

ستقوم الباحثة باختيار 8 معلمات ممن شاركن في المرحلة الأولى (الاستبيانات) للمشاركة في المقابلات، الأسئلة ستكون باللغة العربية : مختصرة و واضحة. بالإضافة إلى اثنتين من ناظرات المدارس المتوسطة والثانوية ، و اثنتين من مشرفات مادة اللغة الإنجليزية في هذه المدارس.

أسئلة المقابلة ستكون شبيهة بأسئلة الاستبيان ، حيث ستركز بعمق على وجهة نظر المعلمات في المشاركة في الدورات التدريبية أثناء علمهن في سلك التدريس ومدى الاستفادة من تلك الدورات في عملية التدريس ، واستكشاف مواطن القوة والضعف لتلك الدورات التدريبية، إضافة إلى استطلاع آراء بعض ناظرات هذه المدارس و بعض مشرفات اللغة الإنجليزية. مدة المقابلة ستكون تقريبا أربعين دقيقة، وسيتم اختيار الأوقات المناسبة لكل فئة من المشاركات سواء قبل أو أثناء أو بعد الدوام المدرسي. مكان المقابلة غالبا سيكون في المدارس . سيتم أخذ أذن وموافقة المشاركات في التسجيل الصوتي لإجاباتهم في المقابلات.

المرحلة الثالثة: (الملاحظة)

ستقوم الباحثة بإختيار أربعة صفوف دراسية من أربع مدارس بنات متوسطة وثانوية من مدينة الرياض لتطبيق الملاحظة أثناء تدريس مادة اللغة الإنجليزية . يشترط في اختيار هذه المعلمات المشاركة في المرحلة الأولى والثانية. ستقوم الباحثة بملاحظة كيفية تعلم الطالبات لمادة اللغة الإنجليزية ، واستكشاف مدى انعكاس مشاركة تلك المعلمات في الدورات التدريبية على عملية تدريس مادة اللغة الإنجليزية والأساليب التعليمية المستخدمة في غرفة الصف. ستقوم الباحثة بتسجيل ملاحظاتها أثناء الدرس وبعد الدرس مباشرة.

3- سرية المعلومات:

كل المعلومات التي ستعطيها المشاركات (المعلمات، ناظرات المدرسة، مشرفات اللغة الإنجليزية) سواء في الاستبيانات أو المقابلات أو الملاحظة ستكون سرية ، ولن يسمح باطلاع أي أحد عليها باستثناء مشرف الدراسة في الجامعة، كما أنه في حالة نشر مقالات بخصوص هذه الدراسة ، لن يتم نشر أسماء المشاركات في الاستبيانات والمقابلات أو الملاحظة.

4- جوانب الاستفادة من المشاركة في الدراسة:

المشاركة في الإجابة عن أسئلة الاستبيانات والمقابلات والملاحظة ستعطي المشاركات فرصة لفهم مشاعرهن و خبراتهن في توظيف المعلومات والمهارات في تعليم دروس مادة اللغة الإنجليزية في المدرسة. المشاركة في الدراسة الحالية لن تؤثر بصورة سلبية على مكانتهن في العمل أو علاقتهن مع الآخرين سواء داخل المدرسة أو خارجها . أي إجابة تكتبها أو تدلي بها المشاركة (معلمة اللغة الإنجليزية، ناظرة المدرسة، مشرفة اللغة الإنجليزية) في الاستبيان أو المقابلة أو الملاحظة لا تخضع لمعيار الصواب أو الخطأ، بمعنى أنها فقط تعبر عن وجهة نظر وتجربة صاحبها في توظيف معلومات ومهارات الدورات التدريبية للتنمية المهنية أثناء الخدمة ، أي مشاركة تستطيع الانسحاب من مشاركتها في الدراسة الحالية سواء في مرحلة تعبئة الاستبيانات أو المقابلات أو الملاحظة.

شكرا لحسن تعاونكم

التوقيع

مشرف الدراسة في جامعة إكستر البريطانية
د. إسماعيل عبدالله زاده

الباحثة
ندى الصفيري
Nrsa201@exeter.ac.uk

“Evaluation of In-Service Female EFL Teacher Professional Development (TPD) in Saudi Arabia”.

Details of Project

My name is Nada ... I am a researcher in Graduate School of Education at the University of Exeter. I am undertaking this research as part of my PhD degree. I am being supervised by Dr... and Dr....

This research project intends to determine the efficacy of in-service TPD in Saudi Arabia for female EFL teachers working in intermediate and secondary educational institutions. This study will focus in its investigation on three categories of participants: Female EFL Teachers, head teachers and English supervisors.

Consent

I have been fully informed about the aims and purposes of the study and its title and aims as mention above.

I understand that:

- there is no compulsion for me to participate in this research project and, if I do choose to participate, I may at any stage withdraw my participation.
- I have the right to refuse permission for the publication of any information about me.
- I am aware that I might participate in filling questionnaire, answering interviews' questions, or observation session.
- the interview may be voice record and any information which I give will be used solely for the purposes of this research project, which may include publications.
- if applicable, the information, which I give, may be shared between any of the other researcher(s) participating in this project in an anonymised form.
- all information I give will be treated as confidential.
- the researcher(s) will make every effort to preserve my anonymity.

.....

(Signature of participant)

.....

(Date)

.....

(Printed name of participant)

One copy of this form will be kept by the participant; a second copy will be kept by the researcher(s). For further information about the questionnaires, interviews and observation, please contact:

Name of the researcher: N... (PhD candidate)

Postal address: Post Graduate Office, Graduate school of Education, St Luke's Campus Heavitree Road, Exeter, Devon, EX1 2LU, United Kingdom.

Telephone: +44 (0) 844 6200012 , **Email:** n.aldhafiry@exeter.ac.uk

If you have any concerns about the project that you would like to discuss, you may directly contact the researcher on her email or her supervisor on this email (Dr. Esmaeel Abdollahzadeh)

Data Protection Act: The University of Exeter is a data collector and is registered with the Office of the Data Protection Commissioner as required to do under the Data Protection Act 1998. The information you provide will be used for research purposes and will be processed in accordance with the University's registration and current data protection legislation. Data will be confidential to the researcher(s) and will not be disclosed to any unauthorised third parties without further agreement by the participant. Reports based on the data will be in anonymised form.

Appendix (9): Consent Form [Arabic Version]

عنوان الدراسة : " تقييم مدى استقادة معلمات اللغة الإنجليزية في البرنامج التدريبي للتنمية المهنية أثناء الخدمة في المدارس المتوسطة والثانوية بالمملكة السعودية".

نبذة عن مشروع الدراسة:

أنا الباحثة ندى ... ، أدرس كتوراه في كلية التربية بجامعة إكستر المملكة المتحدة ، وهذا البحث هو جزء من مشروع الدكتوراه، والمشرفون على هذا المشروع البحثي هما : د. إسماعيل .. و د....
تهدف هذه الدراسة إلى تقييم مدى الاستفادة الشخصية والمهنية لمشاركة معلمات اللغة الإنجليزية في المدارس المتوسطة والثانوية في البرنامج التدريبي للتنمية المهنية أثناء الخدمة بالمملكة السعودية. المشاركات في الدراسة يتمثلن في كل من معلمات اللغة الإنجليزية، ناظرات المدارس المتوسطة والثانوية، مشرفات اللغة الإنجليزية.

إقرار موافقة للمشاركة:

أنا أقر بأنني اطلعت على عنوان و أهداف الدراسة المعنونة سالفاً ، علماً بأنني وافقت على المشاركة في الدراسة الحالية بمحض إراداتي .
أنا أقر بأنني على علم بأهداف ومقاصد الدراسة الحالية:

أفهم وأوافق على النقاط التالية :

- لا يوجد إجبار للمشاركة في هذا البحث، حتى لو أنني وافقت على هذه المشاركة ، فإنني أستطيع الانسحاب في أي وقت وأي مرحلة من مراحل البحث.
- أنا لذي الحق في رفض نشر أي معلومات تتعرض لخصوصيتي الشخصية.
- ربما يتم تسجيل المقابلة بواسطة جهاز لتسجيل الصوت، هذه المعلومات سوف تستخدم فقط لأغراض مشروع البحث ونشر المقالات العلمية.
- يحق لي رفض السماح بنشر أي معلومات عني.
- أي معلومات أعطيها ستستخدم فقط لأغراض هذا المشروع البحثي.
- من الممكن استخدام المعلومات التي سأعطيها في هذا البحث بواسطة باحثين آخرين مشاركين بهذا المشروع البحثي ، شريطة أن يتم استخدام صيغة-المجهول وعدم ذكر اسمي.
- جميع معلوماتي المعطاة سوف يتم معاملتها بسرية.
- سوف تبذل الباحثة كل جهد للحفاظ على إخفاء هويتي.
- أنا أعرف بأنني ربما أشارك في بعض المراحل من هذا البحث : المرحلة الأولى (تعبئة الاستبيانات)، المرحلة الثانية (المقابلات)، المرحلة الثالثة (الملاحظة).

التاريخ : / /

المشاركة في استمارة البحث والمقابلة أو الملاحظة.

التوقيع:

ملاحظات:

1/ تستطيع المشاركة في الدراسة أن تحتفظ بنسخة من نموذج الموافقة ، ونسخة ثانية ستحتفظ بها الباحثة.

2/ للتواصل مع الباحثة ، بإمكان المشاركة أن تتواصل معها من خلال رقم الهاتف المحمول: (5266600005)

لو كان هناك أي تساؤل أو رغبة في مناقشة الباحث في أي شيء يتعلق بالدراسة أو استثماراتها، بالإمكان التواصل المباشر عبر التالي (n.aldhafiry@exeter.ac.uk) ، أو مع مشرف البحث في جامعة إكستر (Dr. Esmaeel Abdollahzadeh)

3/ من دواعي تطبيق هذا البحث ، يجب مراعاة ما نص عليه القانون في المملكة المتحدة بخصوص حماية المعلومات ، حيث أن جامعة إكستر التي يجري فيها البحث دراسة الدكتوراه هي عضو مسجل في مكتب المفوضية لحماية البيانات والمعلومات بحسب القانون الصادر عام 1998م . المعلومات التي سيعطيها أي مشارك/ة في الدراسة ، سيتم استخدامها فقط للأغراض العلمية والبحثية بحسب القوانين المرعية في الجامعة ، معلومات وبيانات المشاركين سيتم التعامل معها بسرية ومهنية ، ولن يتم عرضها أو كشفها لأي جهة أخرى بخلاف المشرفين عن الدراسة إلا بموافقة الأشخاص المشاركين/ات في الدراسة. التقارير التي سيتم نشرها ستراعي عدم نشر أسماء المشاركين/ات في الدراسة.

Appendix (10): Codes, Categories, and Themes for Teachers' Interview

Themes	Categories	Codes	Examples
Teachers' views on TPD	Descriptions of TPD	<ul style="list-style-type: none"> -Increase teachers' awareness -Improve teaching skills and strategies -Increase motivation -Promote interaction -Keep teachers updated -Mixture of theoretical and practical -Sources of training courses -Modern teaching methods 	<ul style="list-style-type: none"> -‘I found TPD important to increase my awareness, which positively affects my teaching.’ PT1,3.Q1 -‘I think TPD training courses are useful and associated with the curriculum, and these courses give me a good opportunity to improve my teaching strategies and skills.’ PT1,4. & NT5:Q1,3,4,6 -‘I had a good time during my involvement in the TPD training course, which improved my motivation and my teaching attitude.’ PT1,3,4.Q6,7,9 -‘It was a great benefit to interact with other teachers and exchange experiences, this was one of the most useful experiences I gained from the TPD training courses’ TP3,4. Q3,4,10 -‘By being involved in the TPD training courses, I feel that I updated my skills with new methods and strategies in teaching.’ TP2,3.Q3,7 -‘I like these TPD training courses as they start by explaining the theories first and then they provide practical tools for teaching. In this way, the training course is useful.’ TP1.Q5 -‘Training courses have only two sources, the first one provided by the Ministry of Education, the second one provided by supervisors.’ TP1,3.Q10 -‘TPD training courses help teachers to keep up to date with new teaching strategies and modern teaching.’ NT8.Q1

	Perceived role of head teachers	<ul style="list-style-type: none"> -Useful -Communication -Criticism 	<p>‘I found the role of my head teacher was to be positive and encouraging towards me attending the TPD training courses.’ TP1,2,3. Q4</p> <p>-‘I can contact my head teacher easily at any time and ask for support.’ TP3&NP5,6,7,8:Q4,8</p> <p>-‘The role of head teacher regarding TPD training courses is not genuine as they have to do it. These head teacher should play a strong role in supporting their teachers.’ NT6,8.Q4</p>
	Perceived role of supervisors	<ul style="list-style-type: none"> -Encouraging -Criticism 	<p>‘I found the role of my head teacher was to be positive and encouraging towards me attending the TPD training courses.’ TP1,2,3&NP6,7,8: Q4</p> <p>-‘Communication with my supervisor is often difficult, as when I want her for a consultation I cannot reach of her. This makes me feel alone in the classroom, teaching. There is an obvious lack of follow-up from supervisors with the teachers.’ TP3&NT6,8:Q4,8</p>
	Role of teachers in designing TPD training courses	<ul style="list-style-type: none"> -Attend courses based on nominations -Criticism 	<p>‘We only nominate ourselves to attend certain courses, or contact the supervisor and ask for certain courses.’ PT1.Q14</p> <p>‘Unfortunately, teachers have no role in designing TPD courses and choosing the content or subjects of these courses, which may be developed by the Ministry of Education or by a supervisor. This makes teachers feel left behind and this can generate a negative attitude towards the TPD training courses.’ TP3,4. Q13,14.</p>
	Perceived benefits for students	<ul style="list-style-type: none"> -Better learning outcomes -Acceptance 	<p>‘Students improved and they had greater confidence with and greater acceptance of the curriculum in addition to good academic achievement. My attendance has a positive impact on my students.’ PT1,4&NT6: Q1,6,9</p> <p>‘My students became more positive and accepting of their need to learn the lessons and make progress in their learning. Also, my students accepted the changes that I made in my teaching methods.’ PT1.Q8,9</p>

		<p>-Students' motivation</p> <p>-Students' enjoyment</p> <p>-New teaching techniques</p> <p>-Sharing benefit between teachers and students</p> <p>-Relationships and communication with students</p>	<p>-‘After my attendance at TPD training courses, the motivation of my students got much better as they can identify practical links between what they learn in the classroom and their life outside.’ TP1,2&NT7,8:Q6,10</p> <p>‘I felt that my students enjoyed lessons more than before I was involved in the TPD training courses.’ PT1,2,3.Q2</p> <p>‘My involvement in TPD training courses has made me use new and attractive teaching methods which positively affect my students and also facilitate my teaching.’ PT1&NT8: Q3,9</p> <p>‘Whenever a teacher benefits from these TPD training courses, students directly and indirectly will be benefited from the good teaching and learning techniques taught. In addition, any special training for a teacher impacts the students.’ PT2,4.Q9,10,12</p> <p>‘My relationship with and the understanding between teachers and students has improved due to my involvement in the TPD training courses. Also, communication between teachers and students improved due to my involvement in these training courses. I used email with my students.’ PT,2,3&NT8:Q3,10</p>
	Strengths of TPD training courses	<p>-Enjoyable activities</p> <p>-Practical teaching methods</p>	<p>‘I have enjoyed my participation in the TPD training courses as I found these courses great for me, and my attitude towards teaching has become more positive.’ PT1,2,3&NT6,8:Q2</p> <p>‘TPD training courses provide me with good experience to try new teaching methods in a practical way. These training courses focus on practical teaching and learning issues more than theoretical issues. Also, the practical guidance in these training courses makes the teaching of any subject clearer and easier.’ PT1,2,3,4.Q3,4,5,7</p>

		<p>-Using new teaching strategies</p> <p>-Qualified trainers</p> <p>-Sharing teachers' experiences</p> <p>-Benefits of training</p> <p>-Content and design of training</p> <p>-Communication</p> <p>-Using Information Technology</p>	<p>'These TPD training courses allowed me to practise new teaching techniques and strategies to apply for my students in the classroom. My teaching style became easier, clearer and attractive to my students. Also, these new and diverse methods which we have learnt allow us to save time and effort during our teaching in the classroom. I benefited from using PowerPoint in my teaching. It was very attractive and useful for me and for my students'. PT2,3&NT5,6,8:Q3,6,8,9</p> <p>'I found the trainers were very positive, very qualified, and cooperative with teachers to help us to the best of their knowledge and experience. Also, these trainers explained the subjects in a simple and easy way.' PT2,3,4. Q3,7</p> <p>'Teachers can share their teaching experiences and have good discussions.' PT1. Q4</p> <p>'The TPD training courses were very useful and rich in information and good teaching methods. I found the English games very attractive and they were linked to the curriculum, which made teachers feel better as they could teach their students in a modern and attractive way.' PT3,4.Q5,6</p> <p>- 'I found the content and materials of the TPD training courses were clear, useful and tailored based on the needs of teachers in the classroom.' PT1,2.Q7,11</p> <p>- 'I believe that the communication between teachers and trainers as well as among the teachers themselves was useful.' PT1.Q7</p> <p>- 'I have learnt in the TPD training courses how to use social media to communicate with my students to improve their English practice. Also, I found the Interactive CD, which was provided to</p>
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		<p>-Personal and professional capacity</p> <p>-Attitude towards training</p>	<p>the teachers to use, very useful and it has helped me a lot to overcome some difficulties in preparing lessons and delivering them in the classroom.’ PT1,3,4&NT5:Q3,6,8,9</p> <p>-‘My involvement in the TPD training courses helped me to develop my personal and professional skills and made my teaching methods effective in the classroom.’ PT3 & NT6,7:Q1,10</p> <p>-‘I had a good experience through my involvement in the TPD training courses. I can see the progress of my teaching skills before and after the training.’ PT2,3,4.Q4,12</p>
	Weaknesses of TPD training courses	<p>-Wasting time</p> <p>-Disturbing my teaching load</p> <p>-Limited</p> <p>-Follow-up</p>	<p>‘I do not believe that there is any benefit of involvement in these TPD training courses. I found them to be just a waste of time. In particular, the training courses held by the Ministry of Education.’ PT2,4&NT6,7:Q3,4,6,7,10</p> <p>‘I found my attendance at the TPD training courses delayed my teaching schedule and put me behind my colleagues. Then, the head teacher started to blame me when they caught me running the lessons behind the teaching plan.’ PT2.Q4</p> <p>-‘My benefit from these TPD training courses was slow and limited, so I did not feel that I have learnt a lot. I was depending on my own resources and self-learning to improve my teaching methods. Some teachers used blind teaching methods.’ PT1,3 &NT5,6,7:Q1,7,9,12</p> <p>-‘The communication and follow-up between trainers or the Ministry of Education after the training courses was weak and sometimes did not exist.’ PT1.Q11</p>

		<p>-Content of training</p> <p>-Clarity and organisation</p> <p>-Individual differences</p>	<p>-‘The training courses lack important subjects for English teachers to improve skills in conversation. Teaching strategies on an old curriculum was not useful. These teaching strategies should be explained to teachers based on the new curriculum.’ PT1&NT5,7:Q7,8,13</p> <p>-‘The training courses require more planning and organisation and a clear strategy in introducing the subjects to teachers.’ PT3,4.Q13</p> <p>-‘I do not think that these training courses consider the individual differences among teachers. This means the teachers were provided with teaching methods that do not suit all of them.’ NT5,6.Q11</p>
	Suggestions	<p>-Evaluation and assessments</p> <p>-Rewards for attendance</p> <p>-Timing of training</p> <p>-Attendance</p>	<p>-‘I believe the trainers of the TPD courses should use evaluation s to consider the attendance record of teachers. Also, the evaluation system could cover each training course as well as extend to practical teaching in the classroom.’ PT4&NT8:Q5</p> <p>-‘Any teachers who attend the TPD courses should be acknowledged by various means, such as certificates or prizes, providing the top teachers who benefited from these courses with especial rewards and thank you letters.’ PT4.Q5</p> <p>-‘I would suggest that training course should be held at the beginning or end of the academic year. Also, I do not think that holding any of these training courses during the teachers’ holidays will bring any benefit.’ PT1.Q7</p> <p>-‘All teachers should be treated equally without any differences introduce based on whether they are good or weak teachers. All teachers should be invited and encouraged to attend these training courses.’ PT4.Q11,13</p>

		-Awareness and cooperation	-‘Education awareness should be spread among teachers, parents, students and others in the community. Also, more partnerships and cooperation between schools and communities should be available and encouraged. There should also be more cooperation in the school environment among teachers, head teachers, supervisors and the Ministry of Education.’ NT6.Q5
	Criticism	<p>-Timing of training</p> <p>-Teaching load in the classroom</p> <p>-Size of classroom</p> <p>-Planning of training courses</p> <p>-Complete vision of development</p>	<p>-‘I believe that the timing of these training courses is bad and just increases the teaching load on teachers in the classroom. Also, the timing of these courses is changeable, which disturbs the teachers and their teaching schedules.’ PT1,2&NT5: Q5,7,11</p> <p>-‘I don’t have enough capacity in the classroom to consider the required and expected changes in my teaching. Teachers already have a heavy load in the classroom; they do not have any available capacity to try new teaching methods.’ PT1,3,5.Q8</p> <p>-‘Teachers found that a large number of students in the classroom are a huge challenge for teachers to change or develop the teaching methods they have learnt in the TPD training courses.’ PT3&NT7:Q8</p> <p>-‘Teachers and also supervisors have no role in planning or developing the training provided by the Ministry of Education. This can have a huge negative impact on the effectiveness of TPD training courses.’ PT3&NT5,6,8:Q2,9,10,11,14</p> <p>-‘I found these TPD training courses lacked a complete and integrated vision and strategy to provide a good plan and content for instructing on teaching methods that suit the needs of teachers.’ PT2&NT8:Q2,11</p> <p>-‘Not all the teachers can attend these training courses. There is no choice for teachers to decide whether they want to attend or</p>

		<p>-Attendance</p> <p>-Stigma and shame</p> <p>-Average of number training courses</p> <p>-Content of training</p> <p>-Poor benefit</p> <p>-Competence of trainer</p>	<p>not. It is often the supervisor who nominates teachers to attend these courses.’ PT4 &NT6:Q2,11</p> <p>-‘Some teachers were forced to attend these training courses. They understand this as indicating that they are weak teachers and they do not teach properly. This mechanism of choice can make some of these teachers feel bad and ashamed among their colleagues.’ PT2,4.Q11</p> <p>-‘TPD training courses provide about two courses for teachers and some teachers attend one or none at all.’ NT8.Q2</p> <p>-‘I found these training courses are not genuinely associated with the needs of teachers and their curriculums. Also, the content and design of these training courses must be related to the available facilities and logistic equipment/tools and capacity in the schools. The trainers speak to teachers as though they live in a different world. Appropriate subjects in the training courses should be developed and produced.’ NT5,6,7,8.Q5,8,10,11,13</p> <p>-‘I am sorry to say that I refused to attend these training courses as I do not believe they will make any difference to me. Also, some teachers who attended some of these training courses advised me not to attend.’ NT6,8.Q6,7</p> <p>-‘I think that the trainers who lead these training courses are not professionally qualified, and they do not allow us to express our views and to have a good discussion. The trainers are not cooperative with the teachers. I would suggest that good teachers receive further training in order to be trainers.’ NT5,7,8.Q7,8,11,13</p> <p>-‘Due to the poor training courses in TPD, I have started to</p>
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		-Self-development	depend on myself in order to improve my teaching skills and to effectively help my students.’ NP7.Q7
		-Thinking skills	-‘The trainers explain to us how teachers can use creative thinking skills when teaching in the classroom. However, we found learning and developing these skills difficult to apply in the classroom.’ NT5, Q8.
		-Communication	-‘The communication between trainers, head teachers, supervisors and teachers was poor. In order to provide good TPD training courses to teachers, good communication and preparation should occur before, during and after training among the above people.’ NT8.Q11
		-Interactive CD	-‘Some teachers depend hugely on the Interactive CD, which is good on one hand, but this has the side effect of making teachers lazy and they do not think about how to create new teaching methods or introduce any changes. Some teachers rely on the Interactive CD too much.’ NT8.Q13

Key	Q: Question number (1-14)
	PT: Positive Experience of Teachers (1-4)
	NT: Negative Experience of Teachers (5-8)

Appendix (11): Codes, Categories, and Themes for Head Teachers and Supervisors' Interview

Themes	Categories	Codes	Examples
Views of TPD	Description of TPD	1-Improving education	1-‘Education cannot develop and improve without teachers. TPD is vital to support teachers in their teaching, also the students cannot make progress if their teachers are not included in the process of improvement.’ HT1.Q1
		2-Strengthening the competences of teachers	2-‘TPD is an ongoing process to improve and strengthen teachers’ professional, academic, research and cultural skills.’ HT1,Q1
		3-Equipping teachers with new strategies	3-‘TPD is a dynamic process to provide teachers with all they need in their teaching. It can improve their performance and make them feel confident in the classroom.’ HT2.Q1
		4-Types of courses	4-‘Training courses can be provided by supervisors or trainers from the Ministry of Education.’ SP1,Q1
	Impact of TPD on teachers	5-Positive effects	5-‘The involvement of teachers in the TPD training courses can support teachers, providing them with new teaching methods and solving some of their problems.’ HT1.Q2
		6-Teachers’ motivation	6-‘I think that for teachers who want to improve their

			performance, their motivation and positive attitude towards teaching will be increased.’ HT2.Q1
	Roles	<p>7-Head teachers</p> <p>8-Supervisor</p>	<p>7-‘As head teacher, I do my best to encourage teachers to attend these training courses because I believe in their important influence on the progress of teachers.’ HT1.Q2</p> <p>8-‘I take care of teachers and design a training course for my teachers based on their needs, and I evaluate the impact of these training course though my regular visits to these teachers. I keep encouraging teachers to engage positively with any training courses.’ SP1&SP2.Q1,3</p>
	Criticism	<p>9-Controlling over participation</p> <p>10-Planning and co-ordination</p>	<p>9-‘I choose a teacher to attend the TPD training courses based on her level of need to improve her skills. However, this process makes the teacher see her participation as a kind of punishment. This is the biggest problem and challenge teachers are facing. Teachers feel that they have been forced to attend these courses. This feeling does not bring any benefit to teachers.’ HT2.Q3,5</p> <p>10-‘TPD training courses should be seen as integrated and complete process and there must be good cooperation and</p>

			<p>coordination among teachers, head teachers, supervisors, TPD trainers and the Ministry of Education.’ HT2&SP2:Q3,7,10</p>
		11-Avoidance	<p>11-‘Some teachers do not care about these TPD training courses and they are negative about their attendance. They are dissociated from their own school atmosphere.’ HT2.Q4</p>
		12-Expectation	<p>12-‘For some teachers, these training courses do not match their expectations for development and these teachers think that TPD programmes require review to improve their quality.’ HT1.Q1</p>
		13-Self-learning	<p>13-‘Some teachers believe that self-learning is much better than attending these TPD training courses.’ HT1.Q1</p>
		14-Less attractive	<p>14-‘TPD training courses should be more motivational for and attractive to teachers in terms of attendance and applying what they learn in these training courses.’ HT2.Q6</p>

		15-Planning team	15-‘One of the biggest problems, which makes the TPD training courses weak, is that teachers, supervisors and head teachers are not included in the planning team for TPD. Therefore, the Ministry of Education has the power and facilities to set up a good connection among these parties in order to increase the possibility of success for TPD training courses.’ HT1,2&SP1:Q8,13,14
		16-Slow improvement	16-‘I have noticed that teachers show slow improvement and low motivation towards TPD training courses. Also, TPD training courses do not play an essential role in the improvement of teachers.’ HT1.Q9,13.
		17-Limited impact	17-‘TPD training courses play a small role in supporting teachers as one or two training courses per year is not enough.’ HT1.Q13
		18-Negative attitude	18-‘Some teachers are very resistant to any changes or development. They prefer to do what is familiar to them. Other teachers believe that when teachers are forced to attend the training courses, this is considered by teachers as a kind of punishment because these chosen teachers are weak and not doing their job properly.’ SP1,2.Q3

		19-Blame and judgement	19-‘It is optional for teachers to attend the training courses run by supervisors. However, if a teacher attends, she must apply what she has learnt in this training, otherwise, she will be questioned. Therefore, some teachers are scared to attend these training courses. Teachers who do not improve by attending these training courses receive a warning and are given a specific timeframe to improve themselves.’ SP1,2.Q6,7
		20-Role of teachers	20-‘Teachers have no role in choosing the content of training courses, so teachers have not got any voice about planning or choosing the material or tools in the TPD training course especially these courses which arranged by the Ministry of Education. This factor can affect so badly any progress of these training courses.’ SP1.Q9
		21-Resistance to change	21-‘Some teachers are very resistant to attending or other involvement in TPD. These teachers repeatedly try to show the negative aspects of these training courses because they want to hide their weaknesses.’ SP2.Q10
		22-Classroom visits	22-‘Teachers can be visited at their classroom two or four

			times according to their level of performance. This means that if teachers are good, the head teachers or supervisors will visit them once or twice per year, while if teachers are weak in terms of their performance in the classroom, the head teacher and supervisor will visit them three or four times at least every year. This way of treating teachers makes some of these teachers feel down.’ SP1.Q13
Important features of TPD programmes	What makes TPD effective	<p>23-Teachers’ perceptions</p> <p>24-Quality of content</p> <p>25-Workshops</p>	<p>23-‘Teachers who have a good attitude towards TPD training courses make good progress through their attendance of TPD training courses.’ HT1.Q4</p> <p>24-‘By attending TPD training courses, teachers become more active in the classroom, using multiple sensory techniques in their teaching and various educational activities and teachers become more developed by using the Internet.’ HT1,2&SP2:Q4,7,10</p> <p>25-‘Workshops are one of the most effective and interactive for teachers. They like them because teachers have more freedom to exchange information and experiences. Also, workshops help teachers to learn in an attractive way.’ HT1,2&SP1,2:Q4,6</p>

		26-Timing	26-‘One of the factors that makes the TPD training courses successful is to hold them during official working time for teachers. The beginning and end of the academic year is the most suitable time for training courses to take place.’ HT1&SP1,2:Q7,5
		27-Motivation	27-‘When the teachers have good motivation and attitude towards TPD training courses, their benefit from the training courses will be great. Also, the goal of these courses can be achieved. If teachers attend these training sessions without good motivation, there will be no changes.’ HT1&SP1,2:Q6,8,10
		28-Exchanging experiences	28-‘I think one of the most good and effective aspects of TPD training courses is the exchange of information and experiences among teachers and supervisors during the training courses.’ HT2&SP1:Q8,9,12
		29-Benefit	29-‘Some teachers can improve from TPD training courses and these teachers can perform much better after their involvement in these training courses. Also, their students will be affected directly and positively.’ HT1&SP1,2:Q3,13

		<p>30-Supportive school</p> <p>31-Source of training</p> <p>32-Variety of training courses</p> <p>33-Research skills</p>	<p>30-‘The success of TPD training courses and the positive effect of these courses is helped by a good and supportive school. A good environment is good indicator of improvement level.’ HT1.Q13</p> <p>31-‘Training courses provided by supervisors are more organised, supporting teachers to gain good and relevant teaching skills. In addition, these courses are developed based on the actual needs of teachers. The training provided by supervisors is evaluated and followed up regularly.’ SP1,2.Q1,2</p> <p>32-‘I really enjoy attending different training courses based on the needs of teachers, such as school tests, which is very successful and attractive.’ SP1.Q4</p> <p>33-‘By attending TPD training courses, some teachers can improve their research skills and are able to act as good teachers and researchers who are kept updated and reviewing their skills in teaching. This can increase the benefits for their students.’ SP2.Q12</p>
Important features of TPD programmes	Suggestions for improvement	34--Qualified trainers	34-‘Trainers should be professional, qualified and very organised in terms of how to present the training courses.

			<p>Also, trainers should have good experience in teaching at schools before becoming a trainer in TPD. Also, good trainers can make the training course successful.’ HT1,2&SP1:Q7,10,11</p>
		35-Reflecting the needs of teachers	35-‘TPD training courses should reflect the needs and skill required by teachers. This factor can make the training course effective.’ HT1&SP2:Q7,10
		36-Ongoing	36-‘TPD training courses should be provided on a regular basis not just once or twice. The continuation of training is for teachers to continually progress.’ HT1,2.Q10,14
		37-Based on a strategic approach	37-‘TPD training courses should be developed based on complete strategic thinking in order to achieve the planned aims of these courses.’ HT1,2.Q10,14
		38-Assessment and evaluation	38-‘Evaluation and assessment should be considered as a good practice to strengthen the benefits and to deal with the weak points of each training course. There should be clear norms to evaluate the performance of teachers based on the professional criteria in TPD.’ HT2&SP2:Q7,10

		39-Feedback	39-‘Teachers’ feedback should be considered after each training course so they develop professionally in the next training course.’ HT2&SP2:Q7,10
		40-Curriculum	40-‘TPD training courses should be matched with the school curriculum.’ HT2.Q11
		41-Introducing training courses	41-‘TPD training courses should be attractively introduced to teachers though producing a brief info of each training course to be uploaded online, which can allow more access by teachers.’ HT2.Q11
		42-Online training	42-‘If the TPD training courses were provided online, this would help teachers to save more time, they would be widely accessible, it would be possible to introduce one course every month to increase the benefit among teachers.’ HT2.Q14
		43-Matching the needs of teachers	43-‘If we want to develop TPD training courses and ensure their effectiveness, we should build and develop any training courses based on the needs of teachers.’ SP1.Q8

		44-Developing a database	44-‘We would like to suggest building a bank of data and information to be given to teachers and used when they want to improve their skills and performance in the classroom.’ SP1.Q8
		45-Developing a working team	45-‘I think we will not be able to make any progress if there is not good contact and relationships among teachers, supervisors, head teachers and trainers from the Ministry of Education who function as a working team. This team should meet and plan together to develop and produce good training courses based on the needs of teachers, which includes a good evaluation system. Some supervisors allow teachers to express their views about the training courses suitable for them, however, freedom is very limited.’ SP1.Q8
		46-Modern teaching techniques	46-‘TPD training courses should include modern teaching techniques and encourage teachers to try them. Also, courses should review the teaching methods and techniques used by teachers and continue to evaluate these methods from time to time.’ SP1.Q9
		47-Supervisors’ input	47-‘Supervisors should attend the TPD training courses that the Ministry of Education provide to teachers. This

		48-Positive attitude	<p>can keep supervisors updated about the expected progress of teachers, and this can be followed up through classroom visits by supervisors.’ SP1.Q13</p> <p>48-‘Teachers should be positive and improve their teaching skills as much they can, otherwise how do they aim to help their students and improve their skills?’ SP2.Q13</p>
Challenges of TPD programmes	Challenges faced by English teachers	<p>49-Poor experience of trainers</p> <p>50-Lack of learning tools</p> <p>51-Coordination with supervisor</p> <p>52-Adjusting to new learning styles</p>	<p>49-‘Some trainers have weaknesses in explaining and presenting the materials.’ HT2.Q12</p> <p>50-‘Teachers have training to use some tools and equipment that are not available in their schools, which makes the training irrelevant to their school environment.’ HT1.Q12</p> <p>51-‘Teachers should check with their supervisor before applying to the TPD courses in order to avoid any blame or criticism from their head teachers. Also, this is to avoid wasting time by learning about tools that are unavailable in the classroom.’ HT1,Q12</p> <p>52-‘Some teachers do not like to accept any advice or constructive criticism. These teachers refuse to change their teaching styles and they do not want to attend any training courses that can put pressure on them to change</p>

		53-Application in the classroom	<p>their ways of teaching. They often like the traditional style of teaching, which they are used to.’ SP1,2.Q2</p> <p>53-‘Teachers who attend the TPD training courses show effective use of some of the teaching skills and methods during training courses. However, when supervisors visit teachers in the classroom, teachers apply these skills and methods differently and less effectively compared with their application during the training course.’ SP1,2.Q10,11</p>
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Key	Q: Question number (1-14)
	SP: Supervisor (1-2)
	HT: Head Teachers (1-2)

Appendix (12): Ethical Approval from University of Exeter



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Exeter UK EX1 2LU

<http://socialsciences.exeter.ac.uk/education/>

CERTIFICATE OF ETHICAL APPROVAL

Title of Project: Evaluation of In-Service Female EFL Teacher Professional Development (TPD) in Intermediate and Secondary Schools in Saudi Arabia

Researcher(s) name: Nada Aldhafiri

Supervisor(s): Esmaeel Abdollahzadeh
Vivienne Baumfield

This project has been approved for the period

From: 20/11/2016
To: 30/02/2017

Ethics Committee approval reference:

D/16/17/02

A handwritten signature in black ink, appearing to read 'P. Durrant', with a stylized flourish at the end.

Signature: Date: 26/08/2016
(Dr Philip Durrant, Chair, Graduate School of Education Ethics Committee)

Appendix (13): Facilitation Research Target from the Saudi Ministry of Education



وزارة التعليم
الرياض (بنات)
إدارة التخطيط والتطوير

الرقم : ٣٨٤٦٥٢٠٤
بتاريخ : ١٤٣٨/٣/١٦
المرقفت





وزارة التربية والتعليم
Ministry of Education

المملكة العربية السعودية

وزارة التربية والتعليم
(٢٨٠)

الإدارة العامة للتربية والتعليم بمنطقة الرياض



Planning & Development
إدارة التخطيط والتطوير

" تسهيل مهمة بحث "

اسم الباحثة/ة	ندى بنت راشد صالح الضفيري
الكلية / الجامعة	جامعة - Exeter / تخصص Education
الغرض من الدراسة	متطلب بحث علمي للحصول على درجة الدكتوراه
عنوان الدراسة	برنامج التنمية المهنية (TPD) لمعلمات اللغة الإنجليزية كلفة أجنبية في المملكة العربية السعودية
نوع التسهيل	تسهيل مهمة الباحثة في تطبيق أداة الدراسة (الاستبانة مقابلة) على عينة البحث قائدات المرحلة المتوسطة والثانوية ومعلمات اللغة الإنجليزية في مدينة الرياض

المكرمة / قائدة المدرسة (المتوسط الثانوي) حفظها الله

السلام عليكم ورحمة الله وبركاته وبعد،

بناءً على تعميم معالي وزير التعليم رقم 55/610 وتاريخ 1416/9/17هـ بشأن تفويض الإدارات العامة للتعليم بإصدار خطابات السماح للباحثين بإجراء البحوث والدراسات ، وبناءً على تفويض مدير عام التعليم إدارة التخطيط والتطوير في الخطاب ذي الرقم 11/33674823 والتاريخ 1433/4/14هـ بشأن تسهيل مهام الباحثين والباحثات ، وحيث تقدم إليكم الباحثة/ة (الموضحة بياناتها أعلاه) بطلب إجراء الدراسة ، نأمل تسهيل مهمته/ها وتزويده بالإحصائيات المطلوبة ، مع ملاحظة أن الباحثة/ة يتحمل كامل المسؤولية المتعلقة بمختلف جوانب البحث ، ولا يعني سماح الإدارة العامة للتعليم موافقتها بالضرورة على مشكلة البحث أو على الطرق والأساليب المستخدمة في دراستها ومعالجتها.

شاكرين طيب تعاونكم ،،،،،،،،

مدير إدارة التخطيط والتطوير

المساعدة / بركة المحرمي

سعود بن راشد آل عبد اللطيف -




ن

ص / قسم الدراسات والبحوث

ن/ الصالح

رمز العملية ت. ط. ع.	الإصدار: 1.0	تاريخ الإصدار : 1436/8/5هـ
صفحة 11 من 18		

Appendix (14): End Research Journey by the Saudi Ministry of Education



وزارة التعليم
الرياض (بثبات)
إدارة التخطيط والتطوير

الرقم : ٣٨٦٦٨٧٨٥
بتاريخ ١٤٣٨/٠٤/٢٧

المرفقات





وزارة التربية والتعليم
Ministry of Education

المملكة العربية السعودية

وزارة التربية والتعليم

إدارة العامة للتربية والتعليم بالرياض

Planning & Development
إدارة التخطيط والتطوير

" إفادة "

الموضوع : انتهاء مهمة بحثية

ندى بنت راشد صالح الضيفري	اسم الباحثة/ة
جامعة - Exeter / تخصص Education	الكلية / الجامعة
متطلب دراسة علمية للحصول على درجة الدكتوراه	الغرض من الدراسة
مدارس التعليم العام التابعة لإدارة التعليم بمنطقة الرياض – عينة الدراسة قائدات المرحلة الثانوية والمتوسطة ومعلمات اللغة الإنجليزية في مدينة الرياض	مجال الدراسة والعينة

السلام عليكم ورحمة الله وبركاته وبعد،

بناءً على تعميم معالي وزير التعليم رقم 55/610 وتاريخ 1416/9/17هـ بشأن تفويض الإدارات العامة للتعليم بإصدار خطابات السماح للباحثين بإجراء البحوث والدراسات ، وبناءً على تفويض مدير عام التعليم إدارة التخطيط والتطوير في الخطاب ذي الرقم 11/33674823 والتاريخ 1433/4/14هـ بشأن تسهيل مهام الباحثين والباحثات، وحيث تقدمت إلينا الباحثة (الموضحة بياناتها أعلاه) بطلب إجراء دراستها والتي بدأت من تاريخ 1438/3/16هـ إلى تاريخ 1438/4/27هـ ، وعليه نفيدكم أن الباحثة قد أنهت كافة إجراءات الدراسة وتطبيق الأدوات في مجال البحث على العينة المحدد أعلاه (مرفق لكم إفادة من جهات التطبيق في المدارس المتوسطة والثانوية الحكومية) التابعة لإدارة التعليم في منطقة الرياض ، وبناءً على طلبها تم منحها الإفادة .

شاكرين طيب تعاونكم ،،،،،

مدير إدارة التخطيط والتطوير



ص / للملحقة
ص / قسم الدراسات والبحوث
ل/ العبد السلام

ن 10

رمز العملية ت ط . ع

الإصدار: 1.0

تاريخ الإصدار : 1436/8/5هـ

صفحة 14 من 18